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**Community Leadership Motivation:  
Factors that Influence Individuals Holding Leadership Roles in  
West Virginia Communities**

Kelly Nix

Dissertation submitted to the  
Davis College of Agriculture, Natural Resources and Design  
at West Virginia University  
in partial fulfillment of the requirements  
for the degree of

Doctor of Philosophy  
in  
Human and Community Development

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## ABSTRACT

### Community Leadership Motivation: Factors that Influence Individuals Holding Leadership Roles in West Virginia Communities

Kelly Nix

Community organizations play a vital role in a community's quality of life. Many organizations must count on volunteers to provide core services (Clary, Snyder & Ridge, 1992). Over the years, the volunteer rate has declined in West Virginia (Volunteering in America, 2010). The purpose of this study was to identify the factors that influence individuals holding volunteer leadership roles in communities. The population for the study was 577 members of the West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council. The participants received a mailed survey that included 89 questions. Seventy of the 89 questions were directly related to research conducted by Reiss (2000) regarding his theory on human motivation and included 14 of the 16 motivational desires that were identified through years of research. The final set of useable surveys numbered 285 (49.4%). Findings revealed respondents top two motivational desires were honor and idealism. The key incentives to volunteer were flexible meeting schedules and networking opportunities. Findings include predictions that can be made regarding the many factors that influence individuals seeking volunteer community leadership roles. Based on two of the 14 motivational desires, idealism and status, the researcher can predict with 62.9% accuracy if individuals in the community development field would volunteer in order to uphold exercising important values such as helping the less fortunate. Based on honor and

curiosity, two of the 14 motivational desires, the researcher can predict with 59.4% accuracy if individuals in the community development field will volunteer in order to grow and develop psychologically. Based on the motivational desire, idealism, the researcher can predict with 53.5% accuracy if individuals in the community development field will volunteer in order to gain career-related experience. Based on the desire, social contact, the researcher can predict with 60.5% accuracy if individuals in the community development field will volunteer in order to strengthen their social relationships. The study also revealed a relationship between amount of hours community leaders volunteer for the purpose of gaining career related experience and strengthening social relationships. The information from the study provides empirical data that can be used for volunteer recruitment practices and guide programming designed to improve job satisfaction of community volunteer leaders.

## DEDICATION

I dedicate this dissertation to my wonderful family, especially my understanding and patient husband, Russ, who has supported me every step of the way. I also dedicate it to my terrific mother-in-law, who gave me the nudge to pursue my Doctoral Degree and my Grandmother-in-law, who is an inspiration with her thirst for knowledge even in her 90's. And finally, to my two sisters for cheering me on and believing in me.

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## CHAPTER I

### **Introduction**

Community organizations play a vital role in a community's quality of life. To be effective and strengthen the community, organizations need to set solid goals, recruit active volunteers to their cause, and cultivate leadership skills among their membership. Community leaders that concentrate on developing leadership skills necessary for success enhance overall community development.

Strong leaders are generally proactive and innovative visionaries who demonstrate the ability to direct their teams on to new and challenging horizons. Maxwell (1999) determined that leadership qualities include personal characteristics such as character, charisma, commitment, communication, competence, courage, discernment, focus, generosity, initiative, listening, passion, positive attitude, problem solving, relationships, responsibility, security, self-discipline, servanthood, teachability, and vision.

Honing these traits through practice and experience allows leaders to better serve their organizations. Wilson (2000) defines volunteerism as any activity which is given freely to benefit another person, group or cause and presents an opportunity for leaders to learn and practice skills while helping others.

The relationship between volunteerism and leadership impacts the community (Hennessy, 1992; Langone, 1992). Many years of observation have revealed that the success or failure of a community project hinges on the presence or absence of good leadership. Community leadership skills include those necessary for public decision-making, policy development, program implementation and organizational maintenance

(Langone, 1992). Community volunteer leadership involves influence, power, and input into public decision-making over an organization, an area of interest, an institution, a town, county or a region. As a source of possible leaders, volunteers are perhaps the most essential, yet ignored, resource in all communities, especially in those with limited or no professional staff. Clary, Snyder and Ridge (1992) conclude many nonprofit organizations must count on volunteers to provide core services.

The volunteer rate is declining in West Virginia. There were 24.7% of the residents who volunteered in 2009, 25.5% in 2008, 25.4% in 2007, 25.8% in 2006 and 26.1% in 2005 (Volunteering In America, 2010). Because volunteers play such a valuable role in the functioning of communities, organizations need to understand what motivates volunteers to begin and continue volunteering. Culp and Schwartz (1999) found that every volunteer administration model includes motivation as a key component. Motives for beginning and continuing volunteer service among 4-H leaders were similar and concentrated on a connection with either 4-H or 4-H members. Physical inability (or death) and unfulfilled affiliation motives (a motive that influences a person to be most concerned about his or her relationships with others) were found to be the most likely reason behind people discontinuing volunteering. Their findings' suggest the relationship between volunteers and the organizations they serve is dictated by two elements: the motivations of volunteers and organizational needs. The point of contact between these two elements is the actual experience of the volunteer, which fulfills the needs of both the volunteers and the organization they are volunteering (Culp & Schwartz, 1999).

The research on motivation suggests that while some individuals are motivated by material concerns, others are motivated by experiences and identities other than material



goods. In the workplace, some jobs spark individual motivation. A variety of employees in different settings are strongly motivated to make a significant difference in the lives of others or to affect a cause that they are strongly committed (Frey & Osterloh, 2005; Ghoshal, 2005; Grant, 2007).

Motivation has been measured by the use of inventory assessments. For volunteerism, the Volunteer Functions Inventory (VFI) is the most comprehensive and commonly used scale to measure individuals' volunteer motivations (Clary et al., 1998). The approach of the VFI was to focus on the motivational factors associated with volunteerism. As psychologists, the researchers considered needs, goals, plans and motives behind individual's choices to volunteer (Clary et al., 1992). The VFI assessment measures six motivation functions. The first function has to do with the individual expressing values that display altruistic and humanitarian concerns for other individuals. The second function involves the opportunity for volunteers to engage in new learning experiences that exercise knowledge, skills and abilities. The third function is the social function and involves the relationship with others. The fourth function is concerned with career-related benefits that may be gained from volunteer participation. The fifth function involves protecting the ego from feeling more fortunate than others and addressing one's own personal problems. The last function of volunteering is recognizing that feelings of being important and needed influence volunteering. This function has to do with self-esteem (Clary et al., 1998).

Another motivation assessment looks at the larger picture of whom the individuals are and where they are headed in life. After five years of research, Reiss (2000) developed a new theory of human motivation. His theory included 16 basic

desires that motivate our action, define our personalities, and guide our behavior. The 16 basic desires are power, independence, curiosity, acceptance, order, saving, honor, idealism, social contact, family, status, vengeance, romance, eating, physical exercise, and tranquility. Based on this work, he developed a test, called the Reiss Profile that can measure individual differences in these 16 desires. The aim of his research was to learn what basic desires make meaningful lives. He did not make an effort to determine which of the 16 basic desires are most important to the largest amount of people (Reiss, 2000).

Age is a factor in the way in which volunteers are recruited and motivated. Culp (2009) discovered the importance of considering different skills and administrative strategies when working with multi-generational volunteers. He indicated the importance of tailoring community leadership recruitment strategies to particular volunteer groups. Specifically, baby boomers are different in terms of their demographics and motivation from other generations and will seek different volunteer experiences. Baby boomers seek experiences that will use their skills, fulfill their interests, and fit their schedules (Culp, 2009).

### **Statement of the Problem**

The volunteer rate in West Virginia is declining. Because good leadership is a key to a strong community, it is imperative to understand what motivates individuals to be community leaders for successful leader recruitment, placement and retention.

## **Purpose and Objectives of the Study**

The purpose of the study was to identify characteristics of leaders and the motivations of community leaders. The objectives of this study were to identify key incentives that motivate individuals to seek leadership roles, generational differences between motivational constructs, motivational differences among paid versus non-paid volunteers and differences among intrinsic and extrinsic motivation.

In order to address these objectives, answers to the following research questions were sought:

1. What are the demographic characteristics of volunteer leaders within the community development population?
2. What are the motivational desires possessed by volunteer community leaders?
3. What are key incentives that motivate individuals to volunteer in community leadership roles?
4. What are the factors that influence individuals seeking leadership roles in West Virginia communities?
5. Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?
6. Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?
7. Do motivational desires differ among key demographics including gender, age and educational level?

### **Limitations of the Study**

The findings of this research study will be limited to paid and non-paid volunteers in West Virginia. The accessible population (West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council) is not representative of all community development organizations.

### **Definitions**

Baby Boomers - The United States Census Bureau considers a baby boomer to be someone born during the demographic birth boom between 1946 and 1964. The term "baby boomer" is sometimes used in a cultural context, and sometimes used to describe someone who was born during the post-WWII baby boom (U.S. Census Bureau, Population Division, 2010).

## CHAPTER II

### **Review of Literature**

The review of literature examined a number of areas of community leader motivation including characteristics that make up a community leader, basic motivational desires and incentives that motivate community volunteer leaders, differences in paid and non-paid community leader volunteers and generational differences between motivational constructs that foster community leaders. These areas of community leader's motivation were determined by what encompasses community leadership. For the purpose of this review/study, the definition used for community leadership was developed by the National Extension Task Force on Community Leadership. This definition states:

.....community leadership is that which involves influence, power, and input into public decision-making over one or more spheres of activity.

The spheres of activity may include an organization, an area of interest, an institution, and/or activities organization. The leadership skills include those necessary for public decision-making, policy development, program implementation, and organizational maintenance. (Langone, 1992, p. 1)

### **Characteristics**

A number of studies on volunteer leadership motivation focus on the baby boomer population due to the retirement age of this population. Baby boomers are more financially well off and have more expendable income than other generations of retirees. Furthermore, baby boomers are more educated and skilled and exhibit greater independence (Culp, 2009). The findings of these studies emphasize the importance of

identifying a good fit for the volunteer and the organization based on the volunteer's skills and interests and indicates that they will seek volunteer opportunities that use their skills (Culp, 2009; Lindblom, 2001). Baby boomers are looking for volunteer leadership opportunities that will work with their schedules. They identify opportunities through faith communities, because they were asked directly, or through participating in their children's activities (Culp, 2009; Lindblom, 2001). Culp (2009) also found that the socio-economic characteristics of the baby boomer generation are distinctly different from that of earlier generations.

Each year, Americans volunteer without pay to a wide range of organizations and institutions. Hayghe (1991) identified who these volunteers were by conducting a study that revealed 20 % of persons 16 years of age and older reported volunteering without pay at some time during the year ending in May 1989. Approximately 30 % of individuals engage in some sort of unpaid volunteer activity every week of the year. Rates of volunteerism were correlated with demographic and economic characteristics. For instance, people in the 35-44 year old age group were more likely to volunteer than those older or younger; adults with college degrees were more likely to volunteer than individuals that did not have college degrees; and employed persons were more likely to volunteer than the unemployed, despite time constraints of employed persons; rates of volunteerism increased with income. There was little difference in the number of men and women volunteers (22% women vs. 19% men). This was, in part, because of women's employment and family status. Women make up a larger proportion of part-time workers in the labor force. Also, women had a greater opportunity to volunteer due to their children's school, sports and religious activities (Hayghe, 1991).

Lindblom (2011) conducted a study in Minnesota to assess baby boomer involvement through current and past volunteer activities, in both the metro area and rural community. A literature review was conducted to create the basis for the study. This framework was then used to develop questions for individual interviews and focus group sessions. Twenty-three baby boomers were involved in the study. Information was gathered in three areas that included motivations to volunteer, volunteer recruitment, and how they view retirement. The findings revealed incentives are much more important than traditional volunteer recognition activities or rewards for baby boomers. These incentives are both tangible and intangible. For instance, tangible incentives include asking someone to return a service or receiving free or discounted tuition for continued education. Intangible incentives include companionship or opportunities to volunteer as a group (Lindblom, 2001).

In a study of 346 adults aged 50 years and over, Rouse and Clawson (1992) found older adult volunteers were motivated by preferred purposive incentives and affiliation. The participants identified achievement motives as inspiring them to use their time constructively by drawing on their skills and learning new things. Purposive incentives helped their volunteer organization because volunteers received satisfaction from being involved in making a difference in their community. The affiliation motives consisted of working with others with warmth and friendliness and an interest in helping others. For example, of the 346 participants 85.5% 4-H youth volunteers said they want to spend time with youth (Rouse & Clawson, 1992).

## **Basic Motivational Desires / Key Incentives**

Individuals are motivated in different ways because of the many different human needs. Perry (1997) studied motives for public service with regard to several hypothesized antecedents. He used an instrument to measure public service motivation (PSM) by investigating the relationship of PSM to five sets of correlates. These correlates include parental socialization, religious socialization, professional identification, political ideology and individual demographic characteristics. The results indicated that volunteer motivation comes from being exposed to many different experiences. These experiences were associated with childhood, religion and professional life (Perry, 1997).

Reiss (2000) identified 16 motivational desires by asking friends and colleagues to help create a comprehensive list of all the important goals that people might intrinsically value and that they considered psychologically significant. Once the list was developed, they pared it down by eliminating duplicates. Four hundred and one adolescents and adults were asked to rate how much they like or dislike the 328 items on the pared down list. The participants were sampled from six sources including three universities, a high school, and a seminar for persons in community agencies serving people who were mentally retarded and a church group. These participants were located in Ohio and Pennsylvania. The data were entered into a computer and analyzed using a factor analysis to understand the deep meanings of people's responses. Reiss reduced the 328 goals to 10 categories based on these deep meanings and then he began the process over and continued until he achieved up to 20 categories of desires. The results showed 16 categories that concluded the best description of basic motivation. Reiss (2000)



administered his Reiss Profile to 214 college students and 344 mental retardation service providers. The Reiss Profile is a 128 item questionnaire that can identify an individual's hierarchy of desires and motives. This study was to assess how religious they rated themselves using a scale of "very", "somewhat" and "not" religious. Results reveal a connection between high desire scores for family and honor and between low desire scores for independence and vengeance with how religious a person rated himself (Reiss, 2000).

Reiss (2000) conducted two studies that led to the ability to predict what individuals will seek by what they desire fundamentally. The first study asked people to rate themselves. The second study asked observers to rate the individuals. The self-report and observer methods obtained similar results and a good degree of predictability was revealed. These results of predictability indicated that how a person scores on the Reiss Profile can predict such significant behaviors as a person's college major, membership in a club or interest group, and scores on other psychological tests were identified as effective measures of personality or anxiety (Reiss, 2000).

In another study conducted in 2003 by Havercamp and Reiss, of the 470 total members in the study, 66 were volunteers and were recruited through the Peace Corp and Habitat for Humanity. It was predicted that this volunteer group would score high in the idealism desire since humanitarian efforts fall under this motive. The mean score for the volunteers was .43 SDs above the norm for idealism that indicated the more a person was concerned for society's welfare, the more apt the person would want to be a volunteer (Havercamp & Reiss, 2003).

Other studies conducted by Reiss in 2009 using the Reiss profile indicate an association between a motivational desire and an individual's action. Six factor studies with junior and senior high school students (N = 2,032) revealed that low achievement in school may be associated with motivational reasons beginning with fear of failure (high need for acceptance), incuriosity (low need for cognition), lack of ambition (low need for power), spontaneity (low need for order), lack of responsibility (low need for honor), and combativeness (high need for vengeance) (Reiss, 2009).

In a statewide survey of 4-H volunteer staff in Minnesota, Byrne and Caskey (1985) found the main reason (88 %) individuals were motivated to volunteer for 4-H was because they had children in 4-H. The second highest reason (85 %) was because they enjoyed working with children and youth. Eighty-four percent cited the opportunity for achievement and the new challenges volunteers experienced (Byrne & Caskey, 1985). Culp and Schwartz conducted a survey with 279 4-H volunteers to understand what determining factors motivate tenured 4-H volunteers to begin and continue volunteer service to 4-H and found similar results. Participant volunteers were motivated due to a connection with 4-H or 4-H members (Culp & Schwartz, 1999).

Volunteer motivation is also associated with feelings or emotions about the people living around them as well as the place in which they live. This can be viewed as having a sense of community. When it comes to an individual being attached to their community (community attachment) survey results from a number of Iowa communities reveal that positive influence of local social ties affect volunteer participation. They examined the influence of community attachment on voluntary community participation in rural community improvement projects. The survey results from 9,000 individuals that

were spread across 99 small Iowa communities that had between 500-10,000 in population found two forms of community attachment. These two forms included attachment in the form of community interests (interested in community) and attachment in the form of sentiment's influence (influenced by feeling). Community interests showed a strong direct and indirect effect on voluntary participation, while sentiment's influence is largely indirect (Ryan, Agnitisch, Zhao & Mullick, 2005).

Schmiesing, Soder and Russell (2005) conducted a study with volunteers in a youth literacy mentoring program. The purpose of this study was to examine how volunteers' remained committed in a literacy project that served their personal and social needs. They used the functional motivations (values, understanding, career, social, esteem and protective) survey developed by Clary et al. (1998). The study also determined which of the six possible functions of volunteerism identified by Clary et al. were served through volunteering in the Literacy and Mentoring Partnership (LAMP) program in a rural Ohio community. The 227 respondents were much more motivated by the opportunity to express their altruistic values and humanistic concerns ( $X = 6.2$ ;  $SD = .6$ ) through volunteering. Mean scores for the functions of understand, enhance, and social were close to neutral on the 7-point scale and the remaining two functions (protective and career) had a mean score significantly lower (Schmiesing, Soder & Russell, 2005).

Identifying the qualities of a successful leader is an important part of exploring the motives of successful leader. In many studies the qualities of a successful volunteer leader were associated with strength-based leadership and motivation (Rath & Conchie, 2008; Daigneault, 2009). This means a leader will be motivated when they know their

strengths and the strengths of those around them. Successful leaders also want to foster relationships necessary to succeed (Rath & Conchie, 2008; Daigneault, 2009). Gardner and Laskin (1995) found four factors that appeared crucial to the practice of effective leadership. These factors include a tie to the community, a certain rhythm of life, an evident relation between stories and embodiments (tangible or visible form of an idea, quality or feeling) and the centrality of choice. George, Sims, Mclean and Mayer (2011) looked at examples of authentic leadership and discovered that leadership emerges from an individual's life story. Authentic leadership is being true to yourself and others in your organization. They interviewed 125 leaders to identify leadership abilities. The participants discussed their leadership potential by describing their life stories, failures, struggles and triumphs. The results of their study concluded that leadership emerged from individual life stories rather than universal characteristics, traits, skills or styles.

Volunteers are a very important resource in all communities, especially in those with little or no professional staff, yet volunteers are not given the attention they deserve (Hennessy, 1992). The relationship between volunteers and the organization they serve is dictated by two elements that include volunteer motivations and organizational needs (Culp & Schwartz, 1999). Carter and Rudd (2005) examined why local Farm Bureau members chose to participate or not participate in leadership roles in local county farm bureau boards. A leadership behavior instrument was developed to examine leadership attitude/will/desire within Farm Bureau members. The instrument was administered to a sample of active Florida Farm Bureau members. These members were considered full or part time farmers or farm managers. The researcher mailed 419 surveys to the generated random list that was provided. A multiple regression analysis identified how individuals

evaluate volunteering and was the strongest determinant whether they volunteered for additional leadership responsibilities in the Farm Bureau organization. These leadership responsibilities included serving on county boards. Other aspects that influenced participation on boards included: the activity of the volunteer job, Farm Bureau events attended, member in other youth organizations, and participation in organizations as adults, especially when the experience was positive.

Emphasis was also placed on identifying the needs of a volunteer leader. Motivation was also linked to personal values. In a study seeking to understand county-level Extension leadership as it relates to volunteer board member motivation, Farris, McKinley, Ayres, Peters and Brady (2009) found that volunteer leaders were motivated by the community-related aspects of their service. Fifteen counties in Indiana were randomly chosen for this study with a sample size of 212 board members. Sixty-seven percent indicated they served on the County Extension Board because their work was benefiting others in the community. In this same study, 75% of the participants perceived increased knowledge, more awareness and satisfaction and enhanced relationships as a result of serving on the board. Inglis and Cleave (2006) found similar results in a study assessing volunteer board motivation conducted in a Canada metropolitan region with 58 agencies that were randomly selected. They found community board members most motivated were those with a community focus and with the understanding that their efforts would help others rather than by increasing their own self-worth. Of the 540 questionnaires distributed, 220 were returned (40.7%). The highest motivational factors were associated with “opportunity to work toward a good cause” ( $M = 4.44$ ), “opportunity to respond to community needs” ( $M = 4.42$ ), and “opportunity to make a

difference in the quality of life in my community” (M = 4.24). These are all related to the good of the community (Inglis & Cleave, 2006).

A Minnesota study (Byrne & Caskey, 1985) asked volunteers what incentives motivated them to volunteer for 4-H. Eighty-eight percent indicated that knowing they have done a good job, or making a contribution to something important was the main motive. Seventy-eight percent indicated that receiving an expression of appreciation from a 4-H member was the motivation. In addition, 48 % said they would be motivated by receiving training that helps them do their job well (Byrne & Caskey, 1985).

### **Paid vs. Non Paid Volunteers**

Understanding whether there is a difference in paid versus non-paid volunteering has been a focus of much research in psychology over the years. Gerstein, Wilkeson and Anderson (2004) looked at whether motives of paid and nonpaid volunteers differ. They found a difference in motives among paid (AmeriCorps volunteers) versus non-paid volunteers (college student volunteers). Paid volunteers reported greater values associated with unselfishness and a concern for others. They also looked at motivational differences among male and female volunteers. Multivariate analysis of variance confirmed that paid male participants perceived many benefits associated with volunteering and reported stronger beliefs about such benefits. Female college participants reported motives had little to do with compensation. They recognized the benefits of active volunteering were to do with egoistic reasons (Gerstein et al., 2004).

Compensation offered to volunteers for their services influences volunteering. This may be intrinsic, such as feeling good about helping others or extrinsic, such as

advancing an individual's career. Gerstein et al. (2004) found that paid volunteers reported greater values associated with a concern for others. They were also more inclined to think that volunteering would provide them with new experiences and opportunities to deliver their knowledge, abilities and skills. In addition, they were more likely to believe that volunteering would increase their ego development and growth. Results also indicated that they were more likely to report that volunteering would enhance their chance to be with others and be perceived more positively (Gerstein et al., 2004).

## **Summary**

The review of literature looked at demographic characteristics that make up a community volunteer leader. Individuals 35-44 years of age were more likely to volunteer than those older or younger without pay. Adults with a college degree and employed were more likely to volunteer as well as individuals with a higher income. There was little difference in the number of men and women volunteers. The review revealed Baby Boomer volunteers (born between 1946 and 1964) were more educated, skilled and financially well off as well as required greater independence. Additionally, Baby Boomers were motivated by incentives and not as motivated by traditional volunteer recognition activities or rewards. Adults 50 years of age and older were motivated by preferred purposive incentives and affiliation, such as working with others with warmth and friendliness and an interest in helping others.

Studies associated with motivational desires and incentives were part of the review of literature. Not only do positive childhood experiences, religion and

professional life have an effect on volunteer motivation, concerns for society's welfare, community and social ties were included. Personal values, humanistic concerns and enhanced relationships also emerged as motivators.

The literature revealed differences between paid and non-paid volunteers concerning motivational desires. Results concluded there were greater values among paid volunteers associated with unselfishness and concern for others as well as being perceived more positively. In order to retain volunteers over time, helping volunteers recognize compensation must outweigh the costs (Clary et al., 1992).

Finally, the review of literature looked at several approaches that have been used to understand motivational behaviors that will make a contribution to the following study by providing a framework for the survey instrument. These approaches included the work of Clary et al. (1992) associated with the volunteer functions inventory (VFI) that measured six motivation functions. The research conducted by Reiss (2000) regarding the human motivation theory including 16 basic desires that motivate our action, define our personalities, and guide behaviors was also a large part of the literature review.

No effort was found in the research to develop an approach to understand motivational factors specific to community development volunteer leaders in rural areas. Furthermore, there were no specific research found that identified the motivational desires possessed by volunteer community leaders. The following research will help identify the motivational desires of volunteer leaders in the community development field. Once desires are identified, an attempt will be made to discriminate between individuals who are motivated to volunteer by their motivational factors based on their



desire to volunteer. From these findings, recruitment and appropriate placement of leader volunteers can be made based on their motivation to volunteer.

## CHAPTER III

### **Methodology**

#### **Purpose and Objectives of the Study**

The purpose of the study was to identify the characteristics and motives of individuals in the community development field who became leaders in West Virginia communities. The objectives of this study were to identify the key incentives that motivate individuals, describe generational differences of a community leader, identify differences in motivation among paid and volunteer community leaders and between intrinsic and extrinsic motivation. In order to address these objectives answers to the following research questions were sought:

1. What are the demographic characteristics of volunteer leaders within the community development population?
2. What are the motivational desires possessed by volunteer community leaders?
3. What are key incentives that motivate individuals to volunteer in community leadership roles?
4. What are the factors that influence individuals seeking leadership roles in West Virginia communities?
5. Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?
6. Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?
7. Do motivational desires differ among key demographics including gender, age and educational level?

## **Research Design**

Descriptive research is “research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables” (Ary, Jacobs, Razavieh, & Sorensen 2005, p. 632). Surveys and questionnaires in education and the social sciences fields are often used to describe the population that will relate back to the population (Ary et al., 2005). Descriptive research methodologies permitted the researcher to summarize the characteristics of different groups and measured their attitudes and opinions regarding motivating factors that influence them to hold leadership roles in communities.

## **Population**

The target population for this study was a purposeful sample of individuals from the community development field associated with the West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council (N = 577). The individuals in these two councils include mayors, city council members, county commissioners, city managers and other elected officials. These councils focus on community and economic needs in West Virginia communities. The West Virginia Regional Planning and Development Councils were created from the 1971 West Virginia Regional Planning & Development Act. The Act mandated that West Virginia be divided into 11 regions to serve as “development districts” to more effectively use the state’s resources and maximize small communities’ chances of attracting federal dollars. The West Virginia Economic Development Council (WVEDC) was created for a unified program of economic development in West Virginia. WVEDC promotes activities that

will retain and expand present business and industry and attract new business and industry to West Virginia. Due to the fixed councils' membership size and composition the census will be considered as a sample at a particular point in time (Ritter & Sue, 2007).

To avoid frame error local and state databases were the primary sources for addresses of these councils. The completed list was scanned for duplicates to control selection error. Sampling error was avoided by using the entire accessible population.

Non-response error was controlled by comparing early and late respondents (Dillman, Smyth and Christian's, 2009). In order to control measurement error the validity and reliability of the instrument was established. This will be discussed further in the reliability and validity section of this chapter.

## **Instrumentation**

The researcher constructed the survey instrument (see Appendix A) partially based on the sixteen (16) basic desires (Reiss, 2000) that guide nearly all meaningful behavior. These 16 desires were discovered after Reiss (2000) conducted studies involving more than 6,000 people. The researcher also considered the functional approach to motivation when constructing the survey instrument. This approach is known as the Volunteer Functions Inventory (Clary et al., 1998). The VFI was developed by Clary, Snyder and Ridge (1992). Information was also used to develop the instrument based from the extensive literature review that was conducted by the researcher. Demographic questions were included to determine gender, age, race, paid versus non-paid leader, previous training, needs for future training, educational

background and educational level. The study was approved by the Institute Review Board (IRB) at West Virginia University and was granted exempt status.

The instrument allowed participants to identify 14 basic motivational desires behind volunteering (power, independence, curiosity, acceptance, order, saving, honor, idealism, social contact, family, status, vengeance, exercise and eating). Two of Reiss's 16 desires were not considered for this study due to the nature of the study and population. These desires included romance and tranquility. General motivational influences (why do people not volunteer, activities they were involved in their past, key incentives that would motivate them to volunteer and their top 5 most influential factors that affected their decision to seek a volunteer leadership role in their community) were also included in the instrument.

Each of the 14 basic motivational desires was measured by five questions randomly placed in the instrument. Twenty-three of the 70 questions were reworded so they were not all positive desire statements. A Likert scale was used for the 14 basic motivational desires questions. The respondents were asked to indicate their level of agreement by circling the letters that best correspond with their response. The researcher used a scale 1-4 for coding that were 1- strongly agree (SA), 2-agree (A), 3- disagree (D) and 4-strongly disagree (SA). For data analysis purposes, the questions that were reworded to make negative desire statements were reworded back to positive statements and re-coded so that 1 became 4, 2 became 3, 3 became 2 and 4 became 1. The reworded statements are as follows (see Table 1).

Table 1

*Reworded Questions*

Motivational Desire	Negative (original) Low Desire Statement	Positive (changed) High Desire Statement
Power	I rarely seek leadership roles within a group.	I often seek leadership roles within a group.
Power	I usually keep my opinion to myself.	I often force my opinion on other people my age.
Independence	I am open to advice from others.	I usually resist advice from others.
Independence	I prefer working with others.	I prefer being on my own.
Curiosity	I ask fewer questions compared to others.	I ask more questions compared to others.
Curiosity	I dislike activities that require thought.	I like activities that require thought.
Acceptance	I feel uncomfortable working in a team situation.	I feel more comfortable working in a team situation.
Order	Having a disorganized environment does not bother me.	Having a clean environment is important to me.
Order	I typically don't make a list to plan what I am going to do.	I typically make a list to plan what I am going to do.
Saving	I don't enjoy collecting things.	I enjoy collection things
Saving	I have no trouble throwing things away.	I have trouble throwing things away.
Honor	Honor is not important to me.	Honor is important to me.
Idealism	I rarely volunteer for community-service organizations.	I repeatedly volunteer for community-service organizations.
Idealism	I don't contribute to the needy.	I contribute regularly to the needy.

Table 1 (Continued)

*Reworded Questions*

Motivational Desire	Negative (original) Low Desire Statement	Positive (changed) High Desire Statement
Social Contact	I don't spend a lot of time in social activities.	I spend a lot of time in social activities.
Family	I do not enjoy spending time with children.	I enjoy spending time with children.
Status	It is not important to me to have the most expensive things.	It is important to me to have the most expensive things.
Status	What people think of me is not important.	What people think of me is important.
Vengeance	I do not consider myself aggressive.	I consider myself aggressive.
Vengeance	When I am offended, I remain calm in dealing with my emotions.	When I am offended, I don't remain calm in dealing with my emotions.
Vengeance	I find it easy to forgive people.	I do not find it easy to forgive people.
Exercise	I rarely exercise.	I regularly exercise.
Exercise	Being physically fit is not important to me.	Being physically fit is important to me.
Eating	I do not enjoy dining with others.	I enjoy dining with others.

***Reliability***

The instrument was piloted with 10 Greater Morgantown Community Trust Board of Directors to establish its reliability. The pilot group consisted of a variety of community leaders. Initial reliability of the instrument was established using the pilot test data and the split-half analysis procedures. Data were analyzed using Spearman

Brown split-half formula to estimate reliability for the total instrument (Robinson, Shaver, & Wrightsman, 1991). Two questions were rewritten to make the scales reliable. The final reliability was established using the entire dataset and the split-half analysis procedures (see Table 2). Eleven desires had “exemplary” reliability and three were “moderately” reliable.

Table 2

*Reliability of Desires*

Desire	Spearman Brown Coefficient	Level of Reliability <sup>1</sup>
Power	.748	Exemplary
Independence	.701	Exemplary
Curiosity	.193	Moderate
Acceptance	.364	Exemplary
Order	.467	Exemplary
Savings	.403	Exemplary
Honor	.846	Exemplary
Idealism	.482	Exemplary
Social Contact	.174	Moderate
Family	.163	Moderate
Status	.857	Exemplary
Vengeance	.654	Exemplary
Exercise	.733	Exemplary
Eating	.733	Exemplary

<sup>1</sup>Robinson, Shaver, & Wrightsman, 1991  
Exemplary - .30 or better, Extensive = .20 - .29, Moderate = .10 - .19,  
Minimal = Below .10



### ***Validity***

Comments on the survey questions were solicited from the pilot participants during the pilot stage. The revised instrument was provided to a panel of experts to further establish its content and face validity. The panel consisted of experts in the field of Agriculture and Extension Education, Animal and Nutritional Science, Community Development, Curriculum Development and Public Administration. These experts made judgments on whether the questions were appropriate for measuring the data and whether they were a representative sample of the behavior domain that was under investigation. The panel concluded the instrument had content and face validity.

### **Data Collection Procedures**

The researcher followed Dillman, Smyth and Christian's (2009) protocol for data collection and made five mailing attempts to gather data from the population. The researcher started out by sending a pre-card (see Appendix B) informing the participants that they would receive a questionnaire. A self-administered questionnaire (see Appendix A), a cover letter (see Appendix C), and self-addressed return envelope was mailed to participants of the study on April 13, 2011. The deadline for the first mailing was April 29, 2011. The researcher sent a postcard (see Appendix D) after the deadline to provide a friendly follow-up. On May 4, 2011 all non-respondents to the first mailing were sent a follow-up letter (see Appendix E), an additional copy of the questionnaire and a self-addressed return envelope. The deadline for the second mailing was May 18, 2011. A final contact post-card (see Appendix F) was sent after the second deadline on May 16, 2011. The researcher also made phone calls and sent emails to non-respondents.

### **Non-Response Error**

The researcher tested for non-response error by conducting a comparison of early respondents to late respondents. Early respondents were compared to late respondents because late respondents are most like non respondents (Ary et al., 2005). Early respondents were individuals who replied to the first mailing. Early and late respondents were compared on the 14 motivational desires using the *t*-test. There were no differences in the two groups so the researcher was able to make generalizations about the total population. Of the 577 questionnaires sent out to the target population, 285 were returned for a 49.4 % response rate (see Table 3).

Table 3

*Motivational Desire Differences among Early and Late Respondents*

Motivational Desires		N	Mean	Std. Deviation	t	df	Sig (2-tailed)
Power	Early	193	2.3329	.30888	.588	284	.557
	Late	93	2.3102	.29906			
Independence	Early	193	2.2718	.30140	.559	284	.577
	Late	93	2.2509	.28400			
Curiosity	Early	193	2.5514	.22327	-1.226	284	.221
	Late	93	2.5849	.20267			
Acceptance	Early	193	2.3966	.30623	.701	284	.484
	Late	93	2.3711	.24531			
Order	Early	193	2.9220	.30013	-.538	284	.591
	Late	93	2.9430	.32726			
Saving	Early	193	2.5135	.28818	1.706	284	.089
	Late	93	2.4522	.27760			
Honor	Early	193	3.0168	.27865	-1.127	284	.261
	Late	93	3.0554	.25425			

Table 3 (Continued)

*Motivational Desire Differences among Early and Late Respondents*

Motivational Desires		N	Mean	Std. Deviation	t	df	Sig (2-tailed)
Idealism	Early	193	2.9685	.28606	.561	284	.575
	Late	93	2.9484	.27804			
Social Contact	Early	193	2.3329	.30888	.588	284	.557
	Late	93	2.3102	.29906			
Family	Early	193	2.9565	.29368	.568	284	.570
	Late	93	2.9366	.24116			
Status	Early	193	2.1278	.31435	-.510	284	.610
	Late	93	2.1478	.30431			
Vengeance	Early	193	2.3049	.41046	.033	284	.974
	Late	93	2.3032	.41381			
Exercise	Early	193	2.3102	.23946	-.643	284	.521
	Late	93	2.3290	.21598			
Eating	Early	193	2.2056	.37969	1.681	284	.094
	Late	93	2.1237	.39984			

## Analysis of Data

Data were analyzed utilizing the SPSS 18.0 for Windows. The level of significance was set *a priori* at  $\alpha < .05$  for all statistical tests. Descriptive analyses appropriate for the respective scales of measurement were performed on the data including measures of central tendency (mean, median, or mode) and variability (frequencies or standard deviation). The results were represented as frequencies and percentages as well as mean, median and mode in both table and narrative form.

Following are the statistics used for the research questions:

1. Percentages were used to describe the demographic characteristics of volunteer leaders from the community development population associated with the West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council.
2. Means and standard deviation were used to describe the motivational desires possessed by volunteer community leaders.
3. Frequencies were used to describe the key incentives that motivate individuals to volunteer in community leadership roles.
4. Discriminative analysis was used to predict factors that influence individuals seeking leadership roles in West Virginia communities.
5. *T*-test was utilized to determine whether the means of paid vs. non-paid community leader volunteers differ on motivational desires.
6. Chi Square was utilized to describe the degree of relationship that exists between amount of hours community leaders volunteer and motivation.

7. An ANOVA procedure was used to determine if motivational desires differ among key demographics including age and educational level and a *t*-test was used for gender.

### **Use of Findings**

The results of this study will be utilized by Extension Service and community development professionals to provide an understanding of how to effectively recruit and retain community leaders from all generations. From a functional analysis perspective utilization of these findings offers insights into the recruitment, retention and placement of volunteers and service workers (Clary et al., 1992).

## CHAPTER IV

### Findings

#### **Purpose and Objectives of the Study**

The purpose of the study was to identify the characteristics and motives of individuals in the community development field who became leaders in communities.

The objectives of this study were to identify the key incentives that motivate individuals, generational differences of a community leader, differences in motivation among paid and volunteer community leaders and between intrinsic and extrinsic motivation. In order to address these objectives answers to the following research questions were sought:

1. What are the demographic characteristics of volunteer leaders within the community development population?
2. What are the motivational desires possessed by volunteer community leaders?
3. What are key incentives that motivate individuals to volunteer in community leadership roles?
4. What are the factors that influence individuals seeking leadership roles in West Virginia communities?
5. Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?
6. Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?
7. Do motivational desires differ among key demographics including gender, age and educational level?

## **Findings**

The target population for this study was a purposeful sample of individuals from the community development field associated with the West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council (N = 577). A total of 285 instruments were returned for a 49.4 % response rate.

The researcher followed the guiding principle by Ary, Jacobs, Razavich & Sorensens (2005) to generalize information from the respondents to the entire population. Steps were taken to determine the degree to which respondents differed from non-respondents by comparing early and late respondents on the 14 desires. An independent *t*-test statistical procedure was used to determine if there were significant differences between early and late respondents. Two-hundred and eighty five surveys were returned completed, 194 were early respondents and 91 were late respondents. No significant difference was found between early and late respondents. The findings were generalized to the entire population.

### **Demographic Characteristics of Respondents**

*Research Question #1: What are the demographic characteristics of volunteer leaders of the community development population?*

#### ***Gender and Year Born***

Percentages were used to describe the demographic characteristics. Of the 285 respondents, 194 respondents (68.1%) were male. Ninety-one respondents (31.9%) were female. Using a total of four categories, participants were asked to indicate what year



they were born. Ninety-one respondents (32.1%) were born between the years 1922-1945. One hundred fifty respondents (52.8%) were born between the years 1946-1964. Thirty-five respondents (12.3%) were born between the years 1965-1980 and eight respondents (2.8%) were born between the years 1981-1993 (see Table 4).

Table 4

*Respondents' Gender and Year Born*

	<i>N</i>	<i>%</i>
<b>Gender</b>		
Male	194	68.1
Female	91	31.9
<b>Year Born</b>		
1922-1945	91	32.1
1946-1964	150	52.8
1965-1980	35	12.3
1981-1993	8	2.8

***Race and Ethnicity***

The American Indian or Alaska Native categories had two respondents (.7%) and the Asian category had no respondents. The black or African American category had eight (2.8%) and there were no respondents in the Native Hawaiian or Other Pacific Islander categories. Two hundred seventy-three respondents (95.8%) indicated they were best described as white, while two respondents (.7) indicated they were in the other category. One respondent (.4%) indicated they were of the Hispanic ethnicity, while 272 respondents (99.6%) indicated they were Non-Hispanic (see Table 5).

Table 5

*Race and Ethnicity of Respondents*

	<i>N</i>	<i>%</i>
Race		
American Indian or Alaskan Native	2	.7
Asian	0	.0
Black or African American	8	2.8
Native Hawaiian or Other Pacific Islander	0	.0
White	273	95.8
Other	2	.7
Ethnicity		
Hispanic	1	.4
Non-Hispanic	272	99.6

*Previous Training and Current Status of Volunteer Efforts*

One hundred ninety-four respondents (68.8%) indicated they had previous training in developing leadership skills and 88 (31.2%) indicated they had no previous training in developing leadership skills. Two hundred eighteen respondents (77.9%) indicated they were currently volunteering in a leadership role in their community and 62 (22.1%) indicated they were not (see Table 6).

Table 6

*Previous Leadership Skill Development Training and Current Status of Volunteer Efforts*

	No		Yes	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Have you had any previous training in developing leadership skills?	88	31.2	194	68.8
Are you currently volunteering in a leadership role in your community?	62	22.1	218	77.9

For those respondents who answered yes to having previous training in developing leadership skills, they were asked to specify (see Appendix G). Forty-one respondents indicated they were in some type of community leadership program while 31 individuals indicated their training was at the workplace. Twenty-six respondents indicated they received leadership skills in college while 12 individuals received leadership training in the military (see Figure 1).



*Figure 1. Previous Leadership Training*

Respondents were asked to specify if they were currently volunteering in a leadership role in their community (see Appendix G). Seventy-four respondents indicated they were volunteering in a leadership role for non-profits. Fifty-two individuals indicated their volunteer work was government related while 49 individuals indicated their volunteer work was community development related. Twenty-nine individuals indicated their volunteer work was religious in nature while 19 indicated their volunteer work was related to education/youth (see Figure 2).

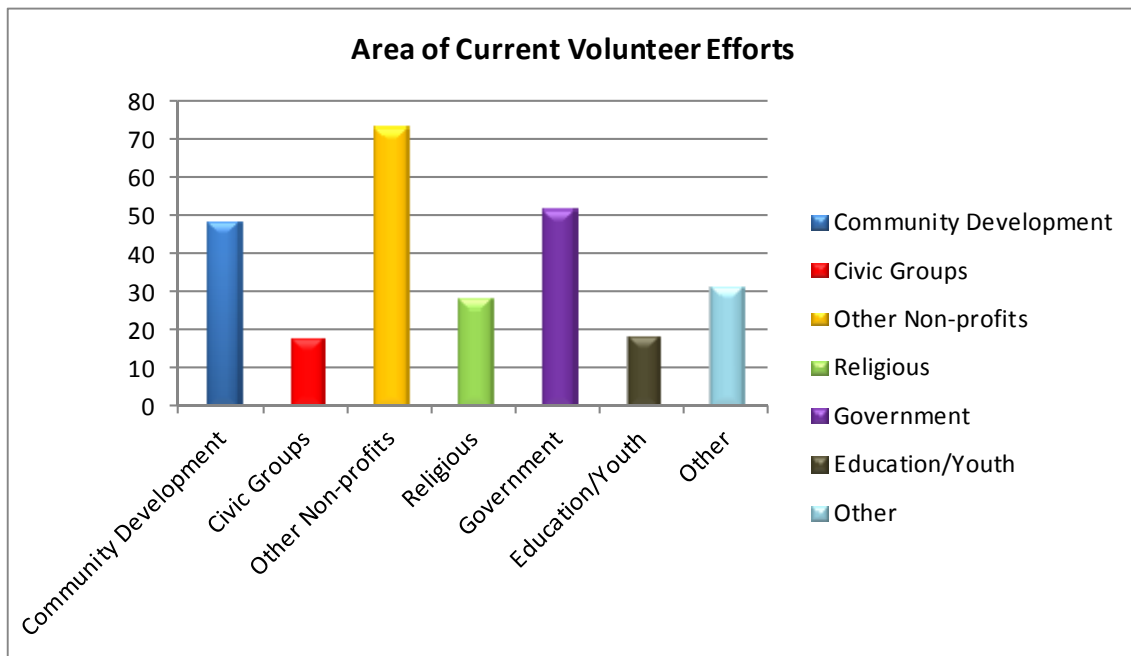


Figure 2. Area of Current Volunteer Efforts

### ***Volunteer Hours per Week***

Seventy-three respondents (32.3%) indicated they volunteer 1-3 hours per week, while 68 (30.1%) indicated they volunteer 4-7 hours per week. There were 28 respondents (12.4%) who volunteer 8-11 hours per week and 18 (8%) volunteer 12-15 hours per week. Nine respondents (4%) indicated they volunteer 16-19 hours per week and 27 respondents (11.9%) volunteer 20 or more hours per week. There were three respondents (1.3%) that indicated they do not volunteer any hours per week (see Table 7).

Table 7

*Volunteer Hours per Week*

	<i>N</i>	<i>%</i>
1-3 hours per week	73	32.3
4-7 hours per week	68	30.1
8-11 hours per week	28	12.4
12-15 hours per week	18	8.0
16-19 hours per week	9	4.0
20 or more hours per week	27	11.9
None	3	1.3

***Number of Organizations Respondents Volunteer***

Sixty-four respondents (27.8%) indicated they volunteer for five or more organizations throughout the year and 147 (63.9%) indicated they volunteer for 2-4 organizations throughout the year. Nineteen respondents (8.3%) indicated they volunteer for one organization (see Table 8).

Table 8

*Number of Organizations Respondents Volunteer*

	<i>N</i>	<i>%</i>
5 or more organizations	64	27.8
2-4 organizations	147	63.9
1 organization	19	8.3
None	0	.0

*Type of Volunteer*

Respondents were asked how they obtained their leadership role. Seventy-six respondents (34.9%) indicated they were elected as a volunteer leader, while 57 respondents (26.1%) were appointed. Eighty-five respondents (39%) indicated they volunteered for their leadership role (see Table 9).

Table 9

*Type of Volunteer Leadership Role*

	<i>N</i>	<i>%</i>
Elected	76	34.9
Appointed	57	26.1
Volunteered	85	39.0
Other	0	.0

### ***Paid or Non Paid Volunteer***

Respondents were asked if they were paid for their volunteer activities. One-hundred ninety-nine respondents (87.7%) indicated they do not get paid to volunteer. Twenty-eight respondents (12.3%) indicated they do get paid to volunteer (see Table 10).

Table 10

#### ***Number of Respondents Who Serve as a Paid Volunteer***

	<i>N</i>	<i>%</i>
No	199	87.7
Yes	28	12.3

### ***Highest Educational Level***

Respondents were asked to indicate their highest educational level achieved. Thirty-seven individuals (13.4%) indicated they were high school graduates or equivalent (GED). Sixty-five individuals (23.6%) had some college education and 20 individuals (7.2%) had an Associate degree or equivalent. Eighty-seven individuals (31.5%) had a Bachelor degree, while 55 individuals (19.8%) had a Master's degree. Twelve individuals (4.4%) had a Doctoral degree (see Table 11).



Table 11

*Highest Educational Level Attained by Respondents*

	<i>N</i>	<i>%</i>
High School Graduate or Equivalent (GED)	37	13.4
Some College but no degree	65	23.6
Associate Degree (Academic, Vocational or Technical)	20	7.2
Bachelor Degree (B.S., B.A., etc.)	87	31.5
Master Degree (M.S., M.A.)	55	19.9
Doctoral Degree (EdD, PhD)	12	4.4

*Current Work Status*

Respondents were asked the nature of their current work status. One hundred eighty-four respondents (65%) indicated they currently work full time, while 34 (12%) indicated they work part time. Nineteen respondents (6.7%) indicated they were self-employed and 43 respondents (15.2%) indicated they were retired. There were three respondents (1.1%) who indicated something other for their current work status (see Table 12).

Table 12

*Current Work Status of Respondents*

	<i>N</i>	<i>%</i>
Full time	184	65.0
Part time	34	12.0
Self Employed	19	6.7
Retired	43	15.2
Student	0	.0
Other	3	1.1

*Place of Residence and Volunteer Location*

The respondents were asked to describe their place of residence and primary location where they volunteer in a leadership role. There were five categories in which to respond. The farm category was considered persons living in rural territory on places from which \$1,000 or more of agricultural products were sold, or normally would have been sold, in the reporting year. Rural/Non-Farm was considered persons who live in towns under 10,000 population in rural non-farm and open country situations not reported as farm. Towns and cities were considered a population of 10,000 and up to 50,000, and their suburbs. Suburbs were considered cities over 50,000 and central cities were considered a population over 50,000.

Twenty-seven respondents (9.5%) indicated their place of residence was on a farm, while 164 respondents (58%) indicated they lived in a rural/non-farm area. Seventy-one respondents (25.1%) indicated their place of residence was in towns and cities and 13 respondents (4.6%) indicated they lived in suburbs. There were eight

respondents (2.8%) indicated they lived in central cities. Nine respondents (3.3%) indicated they volunteer as a leader in a farm location, while 159 respondents (58.9%) indicated they volunteer in a rural/non-farm location. Eighty-six respondents (31.9%) indicated towns and cities and five respondents (1.8%) indicated suburbs. There were 11 respondents (4.1%) who indicated they volunteer as a leader in central cities (see Table 13).

Table 13

*Respondents' Descriptions of Place of Residence and Volunteer Location*

	<i>N</i>	<i>%</i>
Residence		
Farm	27	9.5
Rural/Non-Farm	164	58.0
Towns and cities	71	25.1
Suburbs	13	4.6
Central cities	8	2.8
Volunteer Location		
Farm	9	3.3
Rural/Non-Farm	159	58.9
Towns and cities	86	31.9
Suburbs	5	1.8
Central cities	11	4.1

### *Motivational Factors*

The respondents were asked their opinions on what motivational factors drive them to volunteer in a leadership role. Respondents could select more than one category. Two hundred nineteen respondents (76.6%) indicated to exercise important values, such as helping the less fortunate was their motivational factor, while 210 respondents (73.4%) indicated they were motivated by learning more about their community. One hundred twenty-six respondents (44.1%) indicated they were motivated by growth and development psychologically and 108 respondents (37.8%) indicated that gaining career related experience was their motivational factor (see Table 14).

Table 14

#### *Respondents' Volunteer Motivational Factors*

	N	%
Exercise important values, such as helping the less fortunate.	219	76.6
Learn more about my community.	210	73.4
Grow and develop psychologically.	126	44.1
Gain career-related experience.	108	37.8

Respondents were asked to specify motivational factors that drive them to volunteer in a leadership role (see Appendix G). Thirteen individuals indicated factors that motivate them were community development related while nine indicated service and nine indicated helping others (see Figure 3).

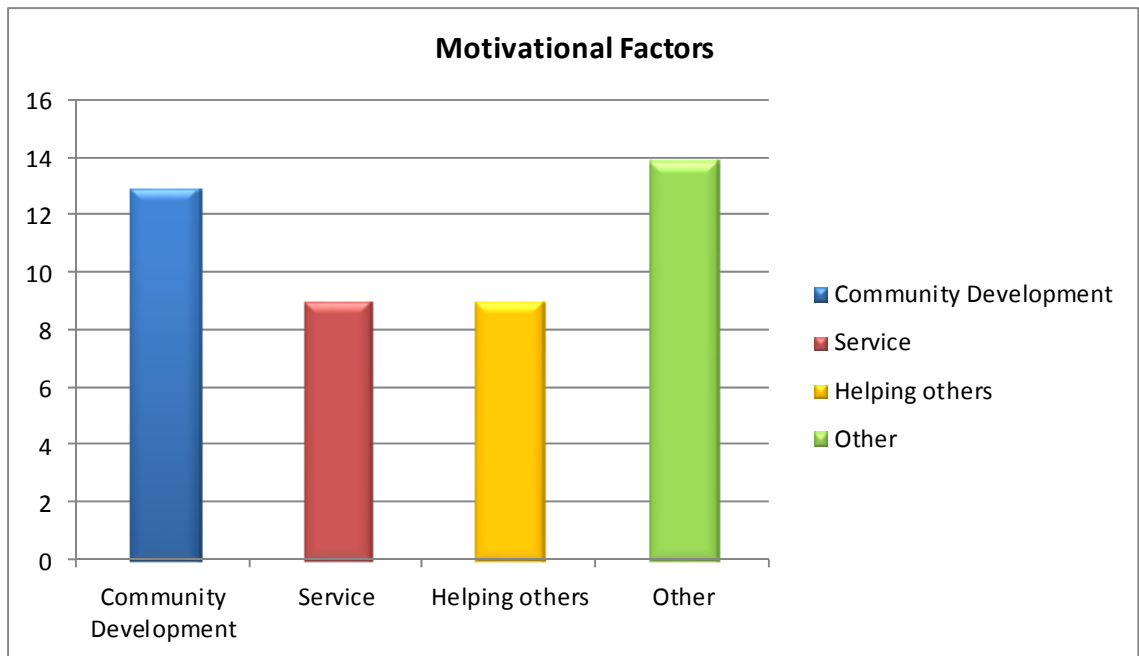


Figure 3. Motivational Factors to Volunteer in a Leadership Role

### ***Reasons for Not Volunteering***

The respondents were asked their opinion on reasons why people their age do not volunteer in a leadership role. Eighty-six respondents (30.1%) indicated low to no salary was a reason people their age do not volunteer, while 258 individuals (90.2%) indicated time requirements. One hundred two respondents (35.7%) indicated lack of knowledge and/or skills and 83 individuals (29%) indicated it was due to poor health. One hundred sixty-nine individuals (59.1%) indicated the demands of their job were the reason for not volunteering while 53 respondents (18.5%) indicated a lack of support from their employer. Forty respondents (14%) responded to something other as the reason for not volunteering (see Table 15).

Table 15

*Respondents Perceptions of Reasons for not Volunteering*

	N	%
Low or no salary	86	30.1
Time requirements	258	90.2
Lack of knowledge and/or skills	102	35.7
Poor health	83	29.0
Demands of job	169	59.1
Lack of support from your employer	53	18.5
Other	40	14.0

Respondents were asked to specify reasons why people their age do not volunteer (see Appendix G). Fourteen individuals indicated it was apathy related reasons. Four respondents indicated it was due to family obligations and four indicated people are simply not asked. Three individuals indicated it was due to not having enough time, two indicated it was due to having no positive reinforcement and two indicated it was due to having a lack of confidence (see Figure 4).

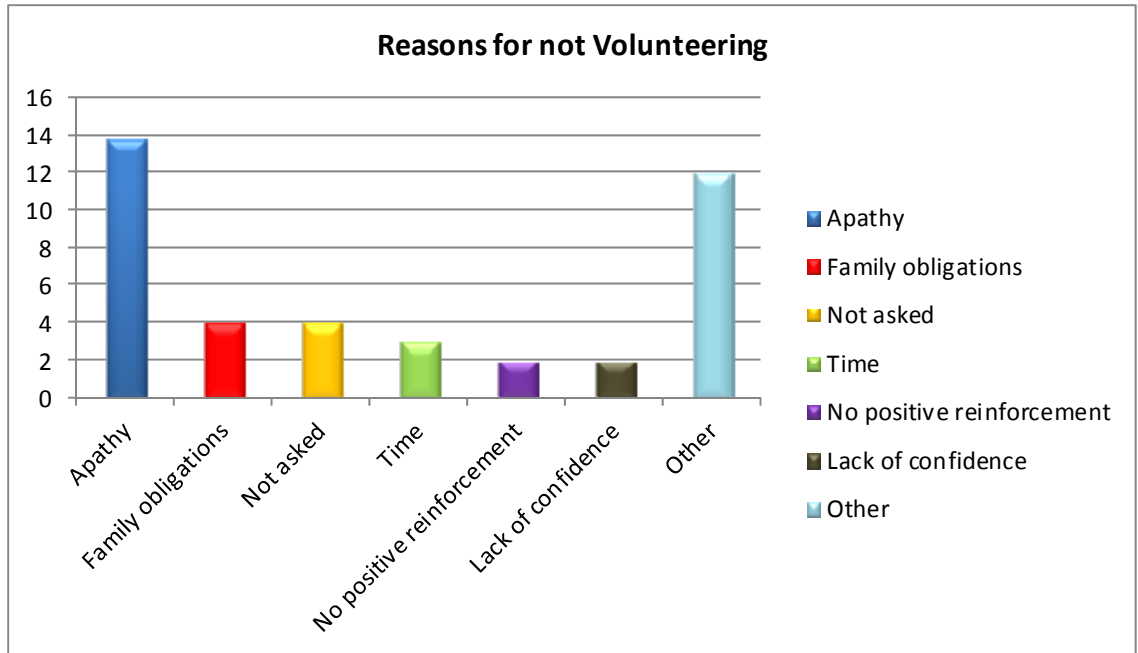


Figure 4. Reasons for not Volunteering

### ***Involvement in Activities and/or Groups***

Respondents were asked what activities and/or groups they have been involved in as a volunteer. Two hundred nineteen individuals (76.6%) indicated fundraisers while 235 respondents (82.2%) indicated community service projects. One hundred seventy-six respondents (61.5%) indicated civic groups and 28 respondents (9.8%) indicated 4-H leader. Twenty-six respondents (9.1%) indicated community educational outreach service (CEOS) while 18 respondents (6.3%) indicated FFA. Fifty-one respondents (17.8%) indicated college sorority or fraternity, 199 respondents (69.6%) indicated church and 209 respondents (73.1%) indicated government. Forty-five respondents (15.7%) indicated boy scouts while 19 individuals (6.6%) indicated girl scouts. One hundred sixty-two individuals (56.6%) indicated business and 38 respondents (13.3%) indicated something other for activities and/or group involvement (see Table 16).

Table 16

*Activities and/or Groups Individuals Were Involved as a Volunteer*

	Involved	
	N	%
Fundraisers	219	76.6
Community service projects	235	82.2
Civic groups	176	61.5
4-H Leader	28	9.8
Community Educational Outreach Service (CEOS)	26	9.1
FFA	18	6.3
College sorority or fraternity	51	17.8
Church	199	69.6
Government	209	73.1
Boy Scouts	45	15.7
Girl Scouts	19	6.6
Business	162	56.6
Other	38	13.3

Respondents were asked to specify other activities and/or groups with which they have been involved in a volunteer leadership role that was not listed on the survey (see Appendix G). Fourteen individuals indicated community development related groups or activities. Thirteen indicated involvement in sports while 12 respondents indicated they were involved in service type organizations. Six respondents indicated education related and another six indicated health reasons (see Figure 5).



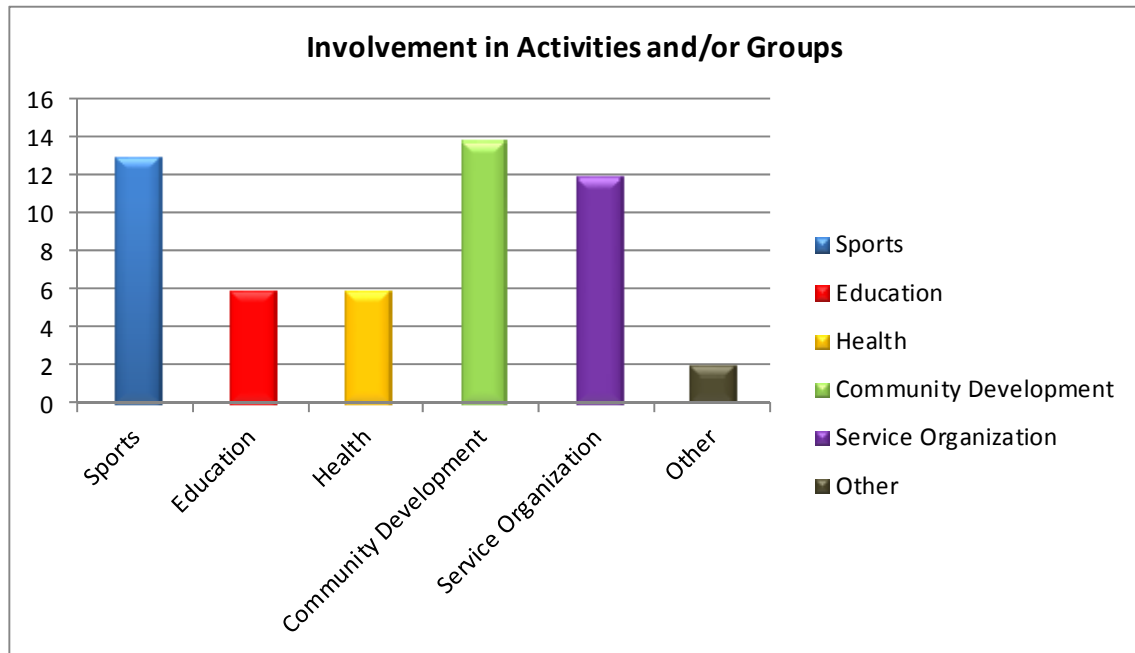


Figure 5. Involvement in Other Activities and/or Groups as a Volunteer

### ***Influences to Volunteer***

Respondents were asked their opinions on the most significant influences that affected their decision to seek a volunteer leadership role in their community. Twenty-three respondents (8%) indicated 4-H involvement while 17 respondents (5.9%) indicated community educational outreach service (CEOS). Fifteen respondents (5.2%) indicated FFA involvement, 184 respondents (64.3%) indicated friends and 160 respondents (55.9%) indicated family. One hundred seventeen respondents (40.9%) indicated other people in the community development profession while 15 respondents (5.2%) indicated university faculty. Forty-nine respondents (17.2%) indicated a mentor, 127 respondents (44.4%) indicated civic organizations and 142 respondents (49.7%) indicated church. Twenty-three respondents (8%) indicated boy scouts while four (1.4%) indicated girl scouts. One hundred three individuals (36%) indicated business and 37 respondents

(12.9%) indicated something other for their opinions on the most significant influences that affected their decision to volunteer (see Table 17).

Table 17

*Influences Affecting Decision to Volunteer*

	Influences	
	N	%
4-H involvement	23	8.0
Community Educational Outreach Service (CEOS) involvement	17	5.9
FFA involvement	15	5.2
Friends	184	64.3
Family	160	55.9
Other people in the community development profession	117	40.9
University faculty	15	5.2
Mentor	49	17.2
Civic organizations	127	44.4
Church	142	49.7
Boy Scouts	23	8.0
Girl Scouts	4	1.4
Business	103	36.0
Other	37	12.9

Respondents were asked to specify other significant influences that affected their decision to seek volunteer leadership roles in their community that was not on the survey (see Appendix G). Thirteen individuals indicated their influences were related to filling a need while eight respondents indicated it was due to community improvement. Three individuals felt a duty, another three individuals wanted to be a role model and two indicated they seek volunteer leadership roles in their community for personal enjoyment (see Figure 6).

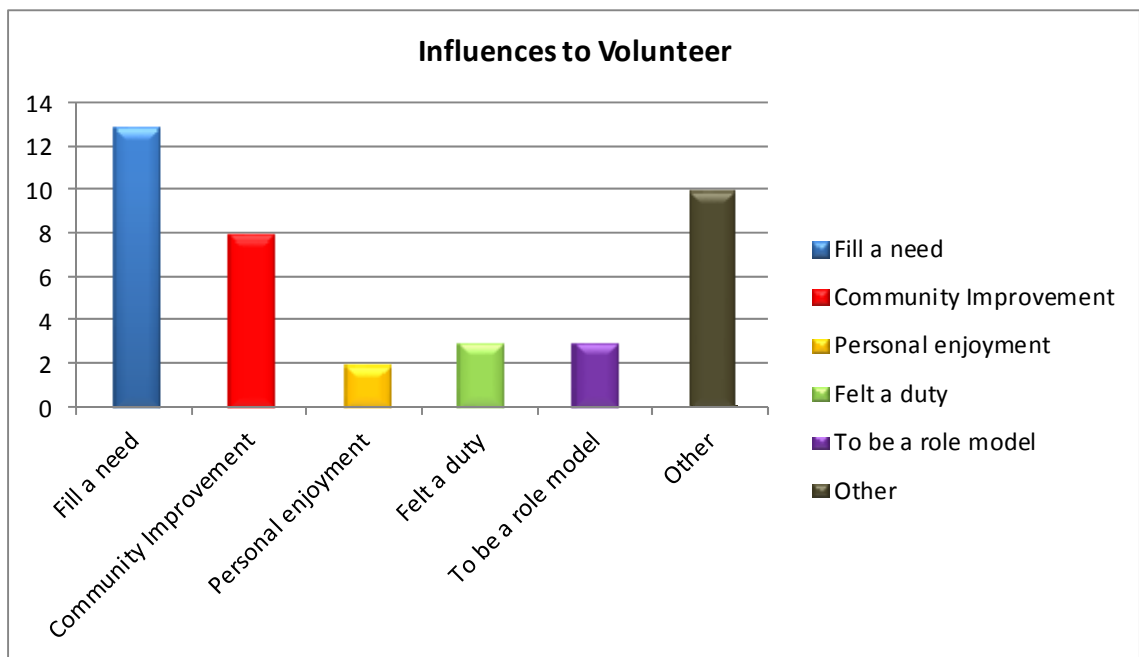


Figure 6. Other Influences Affecting Decision to Volunteer

*Research Question #2: What are the motivational desires possessed by volunteer community leaders?*

Means and standard deviation were used to describe the basic motivational desires possessed by volunteer community leaders. The motivational desire, power had a mean

of 2.33 and a standard deviation of .31, while the mean for independence was 2.26 with a standard deviation of .30. Curiosity had a mean of 2.56 and standard deviation of .22 and the mean for accept was 2.39 with a standard deviation of .29. Order had a mean of 2.93 with a standard deviation of .31, while saving had a mean of 2.49 with a standard deviation of .29. The mean for honor was 3.03 and the standard deviation was .27 while the mean for ideal was 2.96 and the standard deviation was .28. The social desire had a mean of 2.63 and standard deviation of .30 while family desire had a mean of 2.95 and standard deviation of .28. Status desire had a mean of 2.13 and standard deviation of .31 and the mean for vengeance was 2.30 with a standard deviation of .41. The mean for exercise was 2.32 and standard deviation was .23 while eating had a mean of 2.18 with a standard deviation of .39.

Based on the mean score, the researcher used a scale to represent the strength of the desire that were 3.5-4.0 = very strong desire, 2.5-3.4 = strong desire, 1.5-2.4 = moderate desire and 1.4 and under = slight desire. Of the 14 desires, six desires were strong and eight desires were moderate (see Table 18).

Table 18

*Average Scores on Motivational Desires Possessed by Volunteer Community Leaders*

	Min	Max	Mean	SD
Honor	2.25	3.5	3.03	0.27
Idealism	2.2	4	2.96	0.28
Family	2.2	3.8	2.95	0.28
Order	2	3.8	2.93	0.31
Social Contact	1.4	3	2.63	0.3
Curiosity	1.8	3.2	2.56	0.22
Saving	1.8	3.6	2.49	0.29
Acceptance	1.4	3.2	2.39	0.29
Power	1.4	3	2.33	0.31
Exercise	1.4	2.8	2.32	0.23
Vengeance	1	3.4	2.30	0.41
Independence	1.2	3	2.26	0.3
Eating	1	3.2	2.18	0.39
Status	1	3	2.13	0.31

**Motivational Desires**

The respondents were asked their opinions on 14 desires that motivated them to become volunteer leaders in communities. The fourteen desires (power, independence, curiosity, acceptance, order, savings, honor, idealism, social contact, family, status, vengeance, exercise and eating) were determined using five questions each distributed throughout the questionnaire in random order. Respondents expressed their opinions

using a four point Likert scale with 1 being “strongly agree”, 2 “agree”, 3 “disagree”, 4 “strongly disagree”.

### ***Power***

Five questions were used to access the power desire. Sixty-eight respondents (24%) strongly disagreed with the statement that they consider themselves highly ambitious compared to other people in their age group while 153 respondents (54.1%) disagreed with the statement. Sixty-one individuals (21.6%) agreed with the statement and one respondent (.4%) strongly agreed.

Sixty-four respondents (22.7%) strongly disagreed with the statement that they rarely seek leadership roles with a group while 147 respondents (52.1%) disagreed with the statement. Seventy-one individuals (25.2%) expressed agreement with the statement.

Two individuals (0.7%) strongly disagreed with the statement that they usually take control in social situations with people their age while 131 respondents (47.1%) disagreed with the statement. One hundred twenty-three respondents (44.2%) agreed with the statement and 22 respondents (7.9%) strongly agreed.

Twenty-nine respondents (10.2%) strongly disagreed with the statement that they usually keep their opinion to themselves while 188 individuals (66.0%) disagreed. Sixty-seven respondents (23.5%) agreed and one respondent (.4%) strongly agreed with the statement.

Five respondents (1.8%) strongly disagreed with the statement that they usually choose to sit at the head of the table in order to influence others while 55 individuals

(19.3%) disagreed. One hundred ninety-four respondents (68.1%) agreed with the statement and 31 respondents (10.9%) strongly agreed (see Table 19).

Table 19

*Responses to Questions Used to Measure the Power Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I consider myself highly ambitious compared to other people in my age group.	68	24.0	153	54.1	61	21.6	1	.4
I rarely seek leadership roles within a group.	64	22.7	147	52.1	71	25.2	0	.0
I usually take control in social situations with people my age.	2	.7	131	47.1	123	44.2	22	7.9
I usually keep my opinion to myself.	29	10.2	188	66.0	67	23.5	1	.4
I usually choose to sit at the head of the table in order to influence others.	5	1.8	55	19.3	194	68.1	31	10.9

***Independence***

Five questions were used to assess the independence desire. Sixty-six respondents (23.1%) strongly disagreed with the statement that they are open to advice from others while 216 individuals (75.5%) disagreed. Four respondents (1.4%) agreed with the statement.

Eighty-five individuals (29.7%) strongly disagreed with the statement that independence is important to me while 196 individuals (68.5%) disagreed. Five individuals (1.7%) agreed with the statement.

Two individuals (.8%) strongly disagreed with the statement that they feel they were more dedicated to their spouse/partner compared to other people their age and 53 individuals (21.3%) disagreed with the statement. One hundred seventeen individuals (47%) agreed with the statement and 77 respondents (30.9) strongly agreed.

Thirty-five individuals (12.6%) strongly disagreed with the statement that they prefer working with others while 196 individuals (70.5%) disagreed. Forty-six individuals (16.5%) agreed with the statement and one individual (.4%) strongly agreed. Six respondents (2.1%) strongly disagreed with the statement that they enjoy getting things done by themselves without relying on others while 70 individuals (24.6%) disagreed. One hundred seventy-two respondents (60.6%) agreed with the statement and 36 individuals (12.7%) strongly agreed (see Table 20).

### ***Curiosity***

There were six respondents (2.1%) who disagreed with the statement that they have a desire to seek knowledge. One hundred seventy-seven respondents (61.9%) agreed with the statement and 103 individuals (36%) strongly agreed (see Table ).

Two individuals (.7%) strongly disagreed with the statement that they ask fewer questions compared to others while 71 respondents (25%) disagreed. One hundred fifty-one respondents (53.2%) agreed with the statement and 60 individuals (21.1%) strongly agreed.



Table 20

*Responses to Questions Used to Measure the Independence Desire*

	Strongly disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I am open to advice from others.	66	23.1	216	75.5	4	1.4	0	.0
Independence is important to me.	85	29.7	196	68.5	5	1.7	0	.0
I feel I am more dedicated to my spouse/partner compared to other people my age.	2	.8	53	21.3	117	47.0	77	30.9
I prefer working with others.	35	12.6	196	70.5	46	16.5	1	.4
I enjoy getting things done by myself without relying on others.	6	2.1	70	24.6	172	60.6	36	12.7

One hundred thirty-one individuals (45.8%) strongly disagreed with the statement that they want to know the facts while 154 individuals (53.8%) disagreed. One respondent (.3%) agreed with the statement.

Ninety-nine respondents (35.0%) strongly disagreed with the statement that they dislike activities that require thought while 174 respondents (61.5%) disagreed. Eight respondents (2.8%) agreed with the statement and two respondents (.7%) strongly agreed.

One respondent (.3%) strongly disagree with the statement that they want to understand how things work while eight respondents (2.8%) disagreed. One hundred eighty-eight individuals (65.7%) agreed with the statement and 89 respondents (31.1%) strongly agreed (see Table 21).

Table 21

*Responses to Questions Used to Measure the Curiosity Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I have a desire to seek knowledge.	0	.0	6	2.1	177	61.9	103	36.0
I ask fewer questions compared to others.	2	.7	71	25.0	151	53.2	60	21.1
I want to know the facts.	131	45.8	154	53.8	1	.3	0	.0
I dislike activities that require thought.	99	35.0	174	61.5	8	2.8	2	.7
I want to understand how things work.	1	.3	8	2.8	188	65.7	89	31.1

***Acceptance***

Four individuals (1.4%) strongly disagreed with the statement that being included in a group was important to them while 107 (38.4%) disagreed. One hundred fifty-five individuals (55.6%) agreed with the statement and 13 respondents (4.7%) strongly agreed.

Fifty-three individuals (18.6%) strongly disagreed with the statement that when discrepancy occurs, they tend to go with the group consensus even if it conflicts with their own opinion while 178 individuals (62.5%) disagreed. Fifty-four respondents (18.9%) agreed with the statement.

Fourteen individuals (4.9%) strongly disagreed with the statement that they have difficulty accepting criticism while 177 respondents (62.1%) disagreed. Eighty-nine

respondents (31.2%) agreed with the statement and 77 individuals (26.9%) strongly agreed.

One respondent (.3%) strongly disagreed with the statement that they consider themselves to be confident while 13 respondents (4.5%) disagreed. One hundred ninety-five individuals (68.2%) agreed with the statement and 77 respondents (26.9%) strongly agreed.

One hundred four respondents (36.6%) strongly disagreed with the statement that they feel uncomfortable working in a team situation while 145 individuals (51.1%) disagreed. Twenty-seven individuals (9.5%) agreed and eight respondents (2.8%) strongly agreed (see Table 22).

### ***Order***

There were 16 individuals (5.6%) who disagreed with the statement that being organized is important to them. One hundred eighty-eight respondents (65.7%) agreed with the statement and 82 individuals (28.7%) strongly agreed (see Table 23).

There were 20 respondents (7.1%) who disagreed with the statement that they set guidelines to follow. Two hundred three respondents (71.7%) agreed with the statement and 60 individuals (21.2%) strongly agree.

Three respondents (1.1%) strongly disagreed with the statement that having a disorganized environment does not bother them while 50 individuals (17.7%) disagreed. One hundred fifty-six individuals (55.3%) agreed with the statement and 73 respondents (25.9%) strongly agreed.

Table 22

*Responses to Questions Used to Measure the Acceptance Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Being included in a group is important to me.	4	1.4	107	38.4	155	55.6	13	4.7
When discrepancy occurs, I tend to go with the group consensus even if it conflicts with my own opinion.	53	18.6	178	62.5	54	18.9	0	.0
I have difficulty accepting criticism.	14	4.9	177	62.1	89	31.2	5	1.8
I consider myself to be confident.	1	.3	13	4.5	195	68.2	77	26.9
I feel uncomfortable working in a team situation.	104	36.6	145	51.1	27	9.5	8	2.8

Sixty-eight individuals (23.9%) strongly disagreed with the statement that they typically do not make a list to plan what they are going to do while 125 respondents (43.9%) disagree. Eighty-five respondents (29.8%) agreed with the statement and seven individuals (2.5%) strongly agreed.

One respondent (.4%) strongly disagreed with the statement that they are more comfortable when things are put in the proper order while 22 individuals (7.8%) disagree. Two hundred two respondents (71.6%) agreed with the statement and 57 respondents (20.2%) strongly agreed (see Table 23).

Table 23

*Responses to Questions Used to Measure the Order Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Being organized is important to me.	0	.0	16	5.6	188	65.7	82	28.7
I set guidelines to follow.	0	.0	20	7.1	203	71.7	60	21.2
Having a disorganized environment does not bother me.	3	1.1	50	17.7	156	55.3	73	25.9
I typically do not make a list to plan what I am going to do.	68	23.9	125	43.9	85	29.8	7	2.5
I am more comfortable when things are put in the proper place.	1	.4	22	7.8	202	71.6	57	20.2

*Savings*

Eighteen individuals (6.3%) strongly disagreed with the statement that they do not enjoy collecting things while 147 respondents (51.4%) disagreed. One hundred eleven respondents (38.8%) agreed with the statement and 10 individuals (3.5%) strongly agreed.

Thirteen respondents (4.6%) strongly disagreed with the statement that they are “tight” with their money while 159 individuals (56%) disagreed. Ninety-eight respondents (34.5%) agreed with the statement and 14 individuals (4.9%) strongly agreed.

Twenty-six individuals (9.2%) strongly disagreed with the statement that they have no trouble throwing things away while 118 individuals (41.5%) disagreed. One

hundred twenty-eight respondents (45.1%) agreed with the statement and 12 individuals (4.2%) strongly agreed.

One respondent (.4%) strongly disagreed with the statement that they are bothered when other people were wasteful while 25 individuals (8.8%) disagreed. Two hundred twenty-nine respondents (80.9%) agreed with the statement and 28 individuals (9.9%) strongly agreed.

Sixteen respondents (5.6%) strongly disagreed with the statement that they save most everything while 194 individuals (67.8%) disagreed. Sixty-nine respondents (24.1%) agreed with the statement and seven individuals (2.4%) strongly agreed (see Table 24).

Table 24

*Responses to Questions Used to Measure the Savings Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I do not enjoy collecting things.	18	6.3	147	51.4	111	38.8	10	3.5
I am "tight "with my money.	13	4.6	159	56.0	98	34.5	14	4.9
I have no trouble throwing things away.	26	9.2	118	41.5	128	45.1	12	4.2
I am bothered when other people are wasteful.	1	.4	25	8.8	229	80.9	28	9.9
I save most everything.	16	5.6	194	67.8	69	24.1	7	2.4

### ***Honor***

One respondent (.4%) strongly disagreed with the statement that high morals are important to them. Sixty-seven individuals (23.5%) agreed and 217 respondents (76.1%) strongly agreed.

Twenty-seven individuals (9.5%) strongly disagreed with the statement that honor was not important to them while 11 individuals (3.9%) disagreed. Sixty-four respondents (22.5%) agreed with the statement and 183 individuals (64.2%) strongly agreed.

Two individuals (.7%) disagreed with the statement that loyalty was important to them. One hundred seven individuals (37.4%) agreed with the statement and 177 respondents (61.9%) strongly agreed.

One respondent (.4%) strongly disagreed with the statement that they feel they are held in high public esteem while 26 individuals (9.5%) disagreed. Two hundred twenty-one individuals (80.7%) agreed with the statement and 26 respondents (9.5%) strongly agreed.

One hundred seventy-eight individuals (62.2%) strongly disagreed with the statement that they believe in doing the right thing while 107 respondents (37.4%) disagreed. One individual (.3%) agreed with the statement (see Table 25).

Table 25

*Responses to Questions Used to Measure the Honor Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
High morals are important to me.	1	.4	0	.0	67	23.5	217	76.1
Honor is not important to me.	27	9.5	11	3.9	64	22.5	183	64.2
Loyalty is important to me.	0	.0	2	.7	107	37.4	177	61.9
I feel I am held in high public esteem.	1	.4	26	9.5	221	80.7	26	9.5
I believe in doing the right thing.	178	62.2	107	37.4	1	.3	0	.0

***Idealism***

One individual (.4%) disagreed with the statement that they pay attention to what was going on in their community. One hundred sixty-one individuals (56.5%) agreed with the statement and 123 respondents (43.2%) strongly agreed.

One hundred five individuals (36.7%) strongly disagreed with the statement that they rarely volunteer for community-service organizations while 141 respondents (49.3%) disagreed. Thirty-seven individuals (12.9%) agreed with the statement and three individuals (1%) strongly agreed.

One individual (.4%) strongly disagreed with the statement that they do not contribute to the needy while 13 individuals (4.6%) disagreed. One hundred sixty-five



respondents (58.3%) agreed with the statement and 104 individuals (36.7%) strongly agreed.

Sixteen individuals (5.7%) disagreed with the statement that charitable organizations were important to them. Two hundred nine respondents (73.9%) agreed with the statement and 58 individuals (20.5%) strongly agreed.

Nineteen individuals (6.7%) disagreed with the statement that humanitarian causes were important to them. Two hundred one respondents (71.3%) agreed with the statement and 62 individuals (22%) strongly agreed (see Table 26).

Table 26

*Responses to Questions Used to Measure the Idealism Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I pay attention to what is going on in my community.	0	.0	1	.4	161	56.5	123	43.2
I rarely volunteer for community-service organizations.	105	36.7	141	49.3	37	12.9	3	1.0
I do not contribute regularly to the needy.	1	.4	13	4.6	165	58.3	104	36.7
Charitable organizations are important to me.	0	.0	16	5.7	209	73.9	58	20.5
Humanitarian causes are important to me.	0	.0	19	6.7	201	71.3	62	22.0

### ***Social Contact***

Eight respondents (2.9%) strongly disagreed with the statement that they do not spend a lot of time in social activities while 84 individuals (30.1%) disagreed. One hundred twenty-eight respondents (45.9%) agreed with the statement and 59 individuals (21.1%) strongly agreed.

Seventy-three individuals (25.7%) strongly disagreed with the statement that they enjoy meeting new people while 205 individuals (72.2%) disagreed. Six respondents (2.1%) agreed with the statement.

One respondent (.4%) strongly disagreed with the statement that being around people makes me happy while 20 individuals (7.1%) disagreed. Two hundred four individuals (72.9%) agreed with the statement and 55 respondents (19.6%) strongly agreed.

Twenty-two individuals (7.7%) strongly disagreed with the statement that they regularly spend time alone while 156 respondents (54.7%) disagreed. Ninety-seven individuals (34%) agreed with the statement and 10 respondents (3.5%) strongly agreed.

Two respondents (.7%) strongly disagree with the statement that they enjoy social activities while 18 individuals (6.4%) disagreed. Two hundred fifteen individuals (76.2%) agreed with the statement and 47 respondents (16.7%) strongly agreed (see Table 27).

Table 27

*Responses to Questions Used to Measure the Social Contact Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I do not spend a lot of time in social activities.	8	2.9	84	30.1	128	45.9	59	21.1
I enjoy meeting new people.	73	25.7	205	72.2	6	2.1	0	.0
Being around people makes me happy.	1	.4	20	7.1	204	72.9	55	19.6
I regularly spend time alone.	22	7.7	156	54.7	97	34.0	10	3.5
I enjoy social activities.	2	.7	18	6.4	215	76.2	47	16.7

***Family***

Thirty-four respondents (12.6%) strongly disagree with the statement that they believe a parent should stay home and raise their own children instead of working while 165 individuals (61.1%) disagreed. Sixty-three respondents (23.3%) agreed with the statement and eight individuals (3%) strongly agreed.

Three individuals (1%) disagreed with the statement that it is important to spend time with their family. Eighty-seven individuals (30.4%) agreed with the statement and 196 individuals (68.5%) strongly agreed.

Four respondents (1.4%) disagreed with the statement that family was extremely important to them. Seventy-three respondents (25.5%) and 209 respondents (73.1%) strongly agreed.

Eleven individuals (3.8%) disagreed with the statement that they enjoy family gatherings. One hundred forty-two individuals (49.7%) agreed with the statement and 133 respondents (46.5%) strongly agreed.

One hundred twenty-five individuals (44.2%) strongly disagreed with the statement that they do not enjoy spending time with children while 122 respondents (43.1%) disagreed. Thirty-two respondents (11.3%) agreed with the statement and four individuals (1.4%) strongly agreed (see Table 28).

Table 28

*Responses to Questions Used to Measure the Family Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I believe a parent should stay home and raise their own children instead of working.	34	12.6	165	61.1	63	23.3	8	3.0
It is important to spend time with my family.	0	.0	3	1.0	87	30.4	196	68.5
Family is extremely important to me.	0	.0	4	1.4	73	25.5	209	73.1
I enjoy my family gatherings.	0	.0	11	3.8	142	49.7	133	46.5
I do not enjoy spending time with children.	125	44.2	122	43.1	32	11.3	4	1.4

***Status***

One hundred thirty respondents (45.6%) strongly disagreed with the statement that they buy things to impress other people while 141 individuals (49.5%) disagreed.

Thirteen individuals (4.6%) agreed with the statement and one respondent (.4%) strongly agreed.

Eleven respondents (3.9%) strongly disagreed with the statement that what people think of them is not important while 70 individuals (24.6%) disagreed. One hundred sixty-nine individuals (59.3%) agreed with the statement and 35 respondents (12.3%) strongly agreed.

Seventeen individuals (6.1%) strongly disagree with the statement that personal wealth is important to them while 135 respondents (48.4%) disagreed. One hundred nineteen respondents (42.7%) agreed with the statement and eight individuals (2.9%) strongly agreed.

Eighty-four respondents (29.8%) strongly disagreed with the statement that it is not important to them to have the most expensive things while 157 individuals (55.7%) disagreed. Twenty-three individuals (8.2%) agreed with the statement and 18 individuals (6.4%) strongly agreed.

Sixty-one individuals (21.5%) strongly disagreed with the statement that membership in prestigious clubs/organizations is important to them while 180 respondents (63.4%) disagreed. Thirty-nine individuals (13.7%) agreed with the statement and four respondents (1.4%) strongly agreed (see Table 29).

Table 29

*Responses to Questions Used to Measure the Status Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I buy things to impress other people.	130	45.6	141	49.5	13	4.6	1	.4
What people think of me is not important.	11	3.9	70	24.6	169	59.3	35	12.3
Personal wealth is important to me.	17	6.1	135	48.4	119	42.7	8	2.9
It is not important to me to have the most expensive things.	84	29.8	157	55.7	23	8.2	18	6.4
Membership in prestigious clubs/organizations is important to me.	61	21.5	180	63.4	39	13.7	4	1.4

***Vengeance***

Twenty-nine respondents (10.2%) strongly disagree with the statement that they do not consider themselves aggressive while 134 individuals (47.3%) disagreed. One hundred two individuals (36%) agreed with the statement and 18 respondents (6.4%) strongly agreed.

One hundred five respondents (36.8%) strongly disagreed with the statement that they have trouble controlling their temper while 157 individuals (55.1%) disagreed. Twenty-three individuals (8.1%) agreed with the statement.

Four respondents (1.4%) strongly disagreed with the statement that they are competitive while 35 individuals (12.3%) disagreed. One hundred seventy respondents (59.9%) agreed and 75 respondents (26.4%) strongly agreed.

Thirty-seven respondents (13.1%) strongly disagreed with the statement that when they are offended, they remain calm in dealing with their emotions while 170 individuals (60.1%) disagreed. Seventy-one respondents (25.1%) agreed with the statement and five individuals (1.8%) strongly agreed.

Forty individuals (14%) strongly agreed with the statement that they find it easy to forgive people while 162 respondents (56.6%) disagreed. Seventy-nine individuals (27.6%) agreed with the statement and five respondents (1.7%) strongly agreed (see Table 30).

Table 30

*Responses to Questions Used to Measure the Vengeance Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I do not consider myself aggressive.	29	10.2	134	47.3	102	36.0	18	6.4
I have trouble controlling my temper.	105	36.8	157	55.1	23	8.1	0	.0
I am competitive.	4	1.4	35	12.3	170	59.9	75	26.4
When I am offended, I remain calm in dealing with my emotions.	37	13.1	170	60.1	71	25.1	5	1.8
I find it easy to forgive people.	40	14.0	162	56.6	79	27.6	5	1.7

### ***Exercise***

Forty-five respondents (15.7%) strongly disagreed with the statement that participating in a physical activity was important to them while 187 individuals (65.4%) disagreed. Fifty-three respondents (18.5%) agreed with the statement and one individual (.3%) strongly agreed.

Nine respondents (3.2%) strongly disagreed with the statement that they rarely exercise while 91 individuals (31.9%) disagreed. One hundred thirty-two respondents (46.3%) agreed with the statement and 53 individuals (18.6%) strongly agreed.

Forty-nine individuals (17.3%) strongly disagreed with the statement that they enjoy physical activity while 197 respondents (69.4%) disagreed. Thirty-six individuals (12.7%) agreed with the statement and two respondents (.7%) strongly agreed.

Ninety-three individuals (32.9%) strongly disagreed with the statement that when they are physically active, they feel better while 184 individuals (65%) disagreed. Six individuals (2.1%) agreed with the statement.

Seven respondents (2.5%) strongly disagreed with the statement that being physically fit is not important to them while 38 individuals (13.4%) disagreed. One hundred sixty-four respondents (57.7%) agreed with the statement and 75 individuals (26.4%) strongly agreed (see Table 31).



Table 31

*Responses to Questions Used to Measure the Exercise Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
Participating in a physical activity is important to me.	45	15.7	187	65.4	53	18.5	1	.3
I rarely exercise.	9	3.2	91	31.9	132	46.3	53	18.6
I enjoy physical activity.	49	17.3	197	69.4	36	12.7	2	.7
When I am physically active, I feel better.	93	32.9	184	65.0	6	2.1	0	.0
Being physically fit is not important to me.	7	2.5	38	13.4	164	57.7	75	26.4

***Eating***

Sixteen respondents (5.6%) strongly disagreed with the statement that they usually eat more than they should while 110 individuals (38.6%) disagreed. One hundred thirty-six individuals (47.7%) agreed with the statement and 23 respondents (8.1%) strongly agreed.

Forty-seven individuals (16.5%) strongly disagreed with the statement that proper nutrition is important to them while 220 individuals (77.5%) disagreed. Seventeen respondents (6%) agreed with the statement.

Forty-four individuals (15.6%) strongly disagreed with the statement that they have always struggled with their weight while 121 respondents (42.9%) disagreed. Eighty-seven respondents (30.9%) agreed with the statement and 30 individuals (10.6%) strongly agreed.

Ninety-four individuals (33.1%) strongly disagreed with the statement that they do not enjoy dining with others while 174 respondents (61.3%) disagreed. Fourteen individuals (4.9%) agreed with the statement and two individuals (.7%) strongly agreed.

Nineteen respondents (6.7%) strongly disagreed with the statement that social activities that involve eating are important to them while 156 individuals (55.3%) disagreed. One hundred three respondents (36.5%) agreed with the statement and four individuals (1.4%) strongly agreed (see Table 32).

Table 32

*Responses to Questions Used to Measure the Eating Desire*

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I usually eat more than I should.	16	5.6	110	38.6	136	47.7	23	8.1
Proper nutrition is important to me.	47	16.5	220	77.5	17	6.0	0	.0
I have always struggled with my weight.	44	15.6	121	42.9	87	30.9	30	10.6
I do not enjoy dining with others.	94	33.1	174	61.3	14	4.9	2	.7
Social activities that involve eating are important to me.	19	6.7	156	55.3	103	36.5	4	1.4

*Research Question #3: What are the key incentives that motivate individuals to volunteer in community leadership roles?*

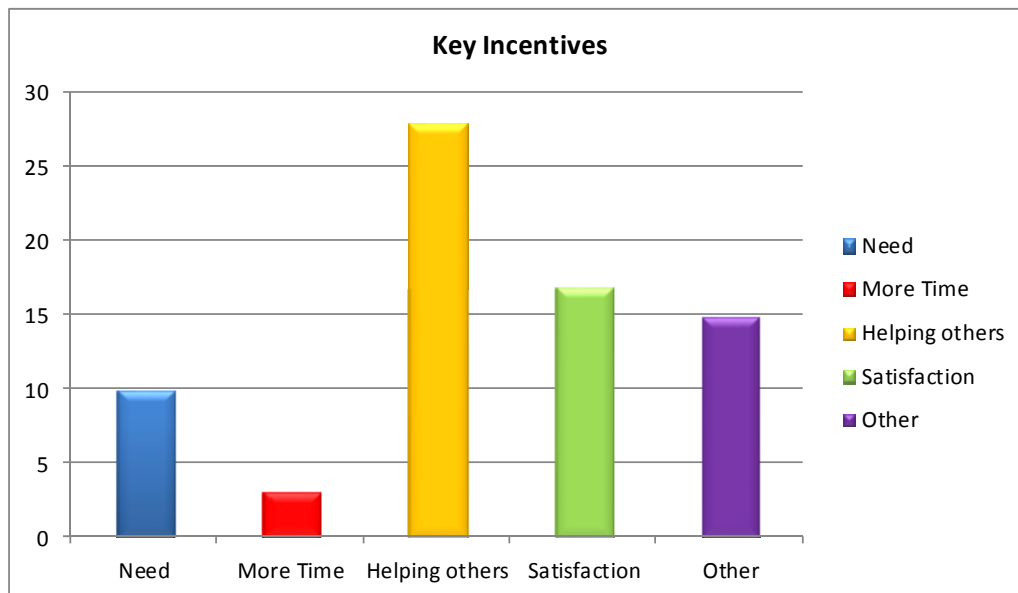
Frequencies were used to describe the key incentives that motivate individuals to volunteer in community leadership roles. Forty-four individuals (15.4%) indicated it was for recognition while 29 respondents (10.1%) indicated reimbursement for food and travel. One hundred seventy-two respondents (60.1%) indicated flexible meeting schedule while 105 respondents (36.7%) indicated training opportunities. Forty-five respondents (15.7%) indicated continued education for credit and 87 individuals (30.4%) indicated continued training opportunities. Nine individuals (3.1%) indicated paid for volunteer work while 132 respondents (46.2%) indicated networking. Seventy-three individuals (25.5%) indicated something other as key incentives that motivate individuals to volunteer (see Table 33).

Respondents were asked to specify other key incentives that would motivate them to volunteer in a leadership role (see Appendix G). Twenty-eight individuals indicated helping others and 17 respondents indicated satisfaction was their key incentive to volunteer. Ten individuals indicated their incentive was due to a need while three (see Figure 7).

Table 33

*Key Incentives that Motivate Individuals to Volunteer in Community Leadership Roles*

	Incentives	
	N	%
Recognition	44	15.4
Reimbursement for food and travel	29	10.1
Flexible meeting schedule	172	60.1
Training opportunities	105	36.7
Continued education for credit	45	15.7
Continued training opportunities	87	30.4
Paid for volunteer work	9	3.1
Networking	132	46.2
Other	73	25.5

*Figure 7. Other Key Incentives to Volunteer*

*Research Question #4: What are factors that influence individuals seeking leadership roles in West Virginia communities?*

Discriminative analysis was used to predict factors that influence individuals seeking leadership roles. The fourteen motivational desires were used to predict how the individuals would respond to five factors. The factors were exercise important values, such as helping the less fortunate; learn more about my community; grow and develop psychologically; gain career-related experience; strengthen my social relationships; and reduce negative feelings, such as guilt.

#### **Exercise Important Values, Such as Helping the Less Fortunate**

A stepwise discriminant analysis was conducted on the data to determine the best discriminators of respondents' responses to "exercise important values, such as helping the less fortunate" as an influence to hold a leadership role. The 14 desires were used as potential discriminating variables in the statistical procedure. The null hypothesis tested was there would be no impact by attributes between the group centroids on the discriminant scores. At an alpha level of  $\leq .05$ , the null hypothesis was rejected and the research hypothesis was accepted that the desires did have an impact on respondent's response to "exercise important values, such as helping the less fortunate" as an influence to hold a leadership role.

Two desires, idealism and status, loaded on the discriminant function when analyzed by their structure coefficients. The group centroids for not checked and checked were -.566 and .173 respectively (see Table 34). The canonical discriminant function coefficients for each attribute were .893 and .666 respectively.

To determine the similarity between a single variable and a discriminant function, the structure coefficient was examined. The structure coefficients were .758 for idealism and .485 for status signifying that the function was carrying nearly the same information as the variable (Klecka, 1980).

The Wilk's lambda is a multivariate measure of the group differences over the discriminating variables (Klecka, 1980). Values of lambda which approach zero indicate high discrimination. The analysis resulted in a Wilks' lambda of .910 indicated that 91% of the variance was unexplained. The eigenvalue of .99 indicated that the discriminant function can explain only .99 times as much as not being explained.

The canonical correlation coefficient is used to examine the relationship between the sets of variables. A large coefficient indicates a strong relationship between the groups and the discriminant function (Klecka, 1980). The canonical correlation coefficient was .30 which indicated the discriminant function accounted for 15% of the variance which could be explained.

Table 34

*Summary Data: Discriminant Analysis of Motivational Desire, Idealism and Status and Exercise Important Values.*

Statistic	Value
Centroids	
Gain Career-Related Experience not a Factor	.566
Gain Career-Related Experience a Factor	.173
Standardized canonical discriminant function coefficient	
Idealism	.893
Status	.666
Structure coefficient	
Idealism	.758
Status	.485
Canonical correlation coefficient (Rc)	.30
Eigenvalue	.99
Wilks' Lambda	.910*

\*  $\alpha \leq .05$

The classification analysis results found that 62.9% of the original group cases were correctly classified (see Table 35). Based on idealism and status, two of the 14 motivational desires, the researcher can predict with 62.9% accuracy if individuals in the community development field will volunteer in order to exercise important values such as helping the less fortunate.

Table 35

*Classification of Cases Based on Discriminant Analysis and Idealism and Status*

Group	No. of Cases	Predicted Group	
		Not	Checked
Exercise Important Values not a Factor			
Number	67	39	28
%		58.2%	41.8%
Exercise Important Values a Factor			
Number	219	78	141
%		35.6%	64.4%
Percent of Cases Correctly Classified: 62.9%			

**Learn more about my community**

A stepwise discriminant analysis was conducted on the data to determine the best predictors of respondents' responses to "learn more about my community" as an influence to hold a leadership role. The 14 desires were used as potential discriminating variables in the statistical procedure. The null hypothesis tested was there would be no impact by attributes between the group centroids on the discriminant scores. At an alpha level of  $\leq .05$ , the researcher failed to reject the null hypothesis that attributes did not have an impact on respondents' responses to "learn more about my community" as an influence to hold a leadership role.



### **Grow and develop psychologically**

A stepwise discriminant analysis was conducted on the data to determine the best discriminators of responses to “grow and develop psychologically” as an influence to hold a leadership role. The 14 desires were used as potential discriminating variables in the statistical procedure. The null hypothesis tested was there would be no impact by attributes between the group centroids on the discriminant scores. At an alpha level of  $\leq .05$ , the null hypothesis was rejected and the research hypothesis was accepted that the desires did have an impact on respondent’s response to “grow and develop psychologically” as an influence to hold a leadership role.

Two desires, honor and curiosity, loaded on the discriminant function when analyzed by their structure coefficients. The group centroids for not checked and checked were -.160 and .203 respectively (see Table 36). The canonical discriminant function coefficients for each attribute were .708 and .704 respectively.

To determine the similarity between a single variable and a discriminant function, the structure coefficient was examined. The structure coefficient were .710 for honor and .707 for curiosity signifying that the function was carrying nearly the same information as the variable (Klecka, 1980)

The Wilk’s lambda is a multivariate measure of the group differences over the discriminating variables (Klecka, 1980). Values of lambda which approach zero indicate high discrimination. The analysis resulted in a Wilks’ lambda of .968 indicated that 96.8% of the variance was unexplained. The eigenvalue of .033 indicated that the discriminant function can explain only .033 times as much as not being explained.

The canonical correlation coefficient is used to examine the relationship between the sets of variables. A large coefficient indicates a strong relationship between the groups and the discriminant function (Klecka, 1980). The canonical correlation coefficient was .178 which indicated the discriminant function accounted for 8.9% of the variance which could be explained.

Table 36

*Summary Data: Discriminant Analysis of Motivational Desires, Honor and Curiosity and Grow and Develop Psychologically.*

Statistic	Value
Centroids	
Grow and Develop Psychologically not a Factor	.160
Grow and Develop Psychologically a Factor	.203
Standardized canonical discriminant function coefficient	
Honor	.708
Curiosity	.704
Structure coefficient	
Honor	.710
Curiosity	.707
Canonical correlation coefficient (Rc)	.178
Eigenvalue	.033
Wilks' Lambda	.968*

\*  $\alpha \leq .05$

The classification analysis results found that 59.4% of the original group cases were correctly classified (see Table 37). Based on honor and curiosity, two of the 14 motivational desires, the researcher can predict with 59.4% accuracy if individuals in the community development field will volunteer in order to grow and develop psychologically.

Table 37

*Classification of Cases Based on Discriminant Analysis and Honor and Curiosity*

Group	No. of Cases	Predicted Group	
		Not	Checked
Grow and Develop Psychologically not a Factor			
Number	160	88	72
%		55%	45%
Grow and Develop Psychologically a Factor			
Number	126	44	82
%		34.9%	65.1%

Percent of Cases Correctly Classified: 59.4%

### **Gain Career-related Experience**

A stepwise discriminant analysis was conducted on the data to determine the best discriminators of responses to “gain career-related experience” as an influence to hold a leadership role. The 14 desires were used as potential discriminating variables in the statistical procedure. The null hypothesis tested was there would be no impact by attributes between the group centroids on the discriminant scores. At an alpha level of  $\leq$

.05, the null hypothesis was rejected and the research hypothesis was accepted that the desires did have an impact on respondent's response to "gain career-related experience" as an influence to hold a leadership role.

One desire, idealism, loaded on the discriminant function when analyzed by their structure coefficients. The group centroids for not checked and checked were -.106 and .175 respectively (see Table 38). The canonical discriminant function coefficients for each attribute were 1.000.

To determine the similarity between a single variable and a discriminant function, the structure coefficient was examined. The structure coefficient was 1.000 signifying that the function was carrying nearly the same information as the variable (Klecka, 1980)

The Wilk's lambda is a multivariate measure of the group differences over the discriminating variables (Klecka, 1980). Values of lambda which approach zero indicate high discrimination. The analysis resulted in a Wilks' lambda of .982 indicated that 98.2% of the variance was unexplained. The eigenvalue of .019 indicated that the discriminant function can explain only .019 times as much as not being explained.

The canonical correlation coefficient is used to examine the relationship between the sets of variables. A large coefficient indicates a strong relationship between the groups and the discriminant function (Klecka, 1980). The canonical correlation coefficient was .135 which indicated the discriminant function accounted for 8.85% of the variance which could be explained.

Table 38

*Summary Data: Discriminant Analysis of Motivational Desire, Idealism and Gain Career-Related Experience.*

Statistic	Value
Centroids	
Gain Career-Related Experience not a Factor	-.106
Gain Career-Related Experience a Factor	.175
Standardized canonical discriminant function coefficient	1.000
Structure coefficient	1.000
Canonical correlation coefficient (Rc)	.135
Eigenvalue	.019
Wilks' Lambda	.982*

\*  $\alpha \leq .05$

The classification analysis results found that 53.5% of the original group cases were correctly classified (see Table 39). Based on idealism, one of the 14 motivational desires, the researcher can predict with 53.5% accuracy if individuals in the community development field will volunteer in order to gain career-related experience.

Table 39

*Classification of Cases Based on Discriminant Analysis and Idealism*

Group	No. of Cases	Predicted Group	
		Not	Checked
Gain Career-Related Experience not a Factor			
Number	178	91	87
%		51.1%	48.9%
Gain Career-Related Experience a Factor			
Number	108	46	62
%		42.6%	57.4%
Percent of Cases Correctly Classified: 53.5%			

**Strengthen my social relationship**

A stepwise discriminant analysis was conducted on the data to determine the best discriminators of responses to “strengthen my social relationship” as an influence to hold a leadership role. The 14 desires were used as potential discriminating variables in the statistical procedure. The null hypothesis tested was there would be no impact by attributes between the group centroids on the discriminant scores. At an alpha level of  $\leq .05$ , the null hypothesis was rejected and the research hypothesis was accepted that the desires did have an impact on respondent’s response to “strengthen my social relationship” as an influence to hold a leadership role.

One desire, social contact, loaded on the discriminant function when analyzed by their structure coefficients. The group centroids for not checked and checked were .178

and .181 respectively (see Table 40). The canonical discriminant function coefficients for each attribute were 1.000.

To determine the similarity between a single variable and a discriminant function, the structure coefficient was examined. The structure coefficient was 1.00 signifying that the function was carrying nearly the same information as the variable (Klecka, 1980)

The Wilk's lambda is a multivariate measure of the group differences over the discriminating variables (Klecka, 1980). Values of lambda which approach zero indicate high discrimination. The analysis resulted in a Wilks' lambda of .969 indicated that 96.9% of the variance was unexplained. The eigenvalue of .032 indicated that the discriminant function can explain only .032 times as much as not being explained.

The canonical correlation coefficient is used to examine the relationship between the sets of variables. A large coefficient indicates a strong relationship between the groups and the discriminant function (Klecka, 1980). The canonical correlation coefficient was .177 which indicated the discriminant function accounted for 8.85% of the variance which could be explained.

Table 40

*Summary Data: Discriminant Analysis of Motivational Desire, Social Contact and Strengthening My Social Relationships.*

Statistic	Value
Centroids	
Gain Career-Related Experience not a Factor	-.178
Gain Career-Related Experience a Factor	.181
Standardized canonical discriminant function coefficient	1.000
Structure coefficient	1.00
Canonical correlation coefficient (Rc)	.177
Eigenvalue	.032
Wilks' Lambda	.969*

\*  $\alpha \leq .05$

The classification analysis results found that 53.5% of the original group cases were correctly classified (see Table 41). Based on social contact, one of the 14 motivational desires, the researcher can predict with 60.5% accuracy if individuals in the community development field will volunteer in order to strengthen their social relationships.



Table 41

*Classification of Cases Based on Discriminant Analysis and Social Contact*

Group	No. of Cases	Predicted Group	
		Not	Checked
Strengthen My Social Relationships not a Factor			
Number	144	103	41
%		71.5%	28.5%
Strengthen My Social Relationships a Factor			
Number	142	72	70
%		50.7%	49.3%
Percent of Cases Correctly Classified: 60.5%			

**Reduce negative feelings, such as guilt**

A stepwise discriminant analysis was conducted on the data to determine the best predictors of respondents' responses to "reduce negative feelings, such as guilt" as an influence to hold a leadership role. The 14 desires were used as potential discriminating variables in the statistical procedure. The null hypothesis tested was there would be no impact by attributes between the group centroids on the discriminant scores. At an alpha level of  $\leq .05$ , the researcher failed to reject the null hypothesis that attributes did not have an impact on respondents' responses to "reduce negative feelings, such as guilt" as an influence to hold a leadership role.

*Research Question #5:* Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?

A *t*-test statistical procedure was utilized to determine whether statistical differences existed in the means of paid vs. non-paid community leader volunteers on the 14 motivational desires. The null hypothesis was the mean of the paid volunteer was equal to the mean of the unpaid volunteer for the motivational desire. The research hypothesis was the mean of the paid volunteer was not equal to the mean of the non-paid volunteer for the motivation desire.

The mean of non-paid volunteers on the desire power was 2.31 with a standard deviation of .302. The mean of paid volunteers on the desire power was 2.23 with a standard deviation of .317. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 1.319$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of the non-paid volunteers for the desire power (see Table 42).

The mean of non-paid volunteers and the desire, independence was 2.28 with a standard deviation of .308. The mean of paid volunteers and the desire independence was 2.20 with a standard deviation of .331. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 1.280$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers for the desire independence.

The mean of non-paid volunteers on the desire curiosity was 2.57 with a standard deviation of .219. The mean of paid volunteers on the desire curiosity was 2.57 with a standard deviation of .220. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 1.029$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of the non-paid volunteers for the desire curiosity.

The mean of non-paid volunteers on the desire acceptance was 2.40 with a standard deviation of .298. The mean of paid volunteers on the desire acceptance was 2.38 with a standard deviation of .295. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = .261$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers on the desire acceptance.

The mean of non-paid volunteers on the desire order was 2.95 with a standard deviation of .322. The mean of paid volunteers on the desire order was 2.86 with a standard deviation of .243. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 1.348$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers for the desire order.

The mean of non-paid volunteers on the desire saving was 2.50 with a standard deviation of 2.99. The mean of paid volunteers on the desire saving was 2.41 with a standard deviation of .280. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 1.512$ ,  $df = 225$ ) were not

significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers for the desire saving.

The mean of non-paid volunteers on the desire honor was 3.05 with a standard deviation of .267. The mean of paid volunteers on the desire honor was 3.00 with a standard deviation of .308. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = .856$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers for the desire honor.

The mean of non-paid volunteers on the desire idealism was 2.97 with a standard deviation of .296. The mean of paid volunteers on the desire idealism was 3.01 with a standard deviation of .248. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = -.699$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean on non-paid volunteers for the desire idealism.

The mean of non-paid volunteers on the desire social contact was 2.67 with a standard deviation of .270. The mean of paid volunteers on the desire social contact was 2.53 with a standard deviation of .331. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 2.440$ ,  $df = 225$ ) were significant at  $\alpha \leq .05$ . The null hypothesis was rejected and the research hypothesis was accepted. The difference between the means of paid volunteers and non-paid volunteers for the desire social contact exhibited a large effect (Cohen, 1988).

The mean of non-paid volunteers on the desire family was 2.93 with a standard deviation of .283. The mean of paid volunteers on the desire family was 2.98 with a

standard deviation of .298. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = -.759$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers for the desire family.

The mean of non-paid volunteers on the desire status was 2.14 with a standard deviation of .324. The mean of paid volunteers on the desire status was 2.06 with a standard deviation of .336. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 1.180$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the means of non-paid volunteers for the desire status.

The mean of non-paid volunteers on the desire vengeance was 2.30 with a standard deviation of .427. The mean of paid volunteers on the desire vengeance was 2.28 with a standard deviation of .414. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = .297$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers for the desire vengeance.

The mean of non-paid volunteers on the desire exercise was 2.33 with a standard deviation of .224. The mean of paid volunteers on the desire exercise was 2.27 with a standard deviation of .192. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = 1.281$ ,  $df = 225$ ) were not significant at  $\alpha \leq .05$ . The researcher failed to reject the null hypothesis. The mean of paid volunteers was equal to the mean of non-paid volunteers for the desire exercise.

Table 42

*Comparison of Paid vs Non Paid Volunteers on the Motivational Desires*

Are you a paid volunteer?		N	Mean	Std. Deviation	t	df	Sig (2-tailed)
Power	No	199	2.3077	.30222	1.319	225	.189
	Yes	28	2.2268	.31695			
Independence	No	199	2.2761	.30786	1.280	225	.202
	Yes	28	2.1958	.33081			
Curiosity	No	199	2.5669	.21892	1.029	225	.305
	Yes	28	2.5214	.22003			
Acceptance	No	199	2.3942	.29781	.261	225	.795
	Yes	28	2.3786	.29484			
Order	No	199	2.9472	.32201	1.348	225	.179
	Yes	28	2.8619	.24271			
Saving	No	199	2.4977	.29900	1.512	225	.132
	Yes	28	2.4071	.28012			
Honor	No	199	3.0470	.26660	.856	225	.393
	Yes	28	3.000	.30792			

Table 42 (Continued)

*Comparison of Paid vs Non Paid Volunteers on the Motivational Desires*

Are you a paid volunteer?		N	Mean	Std. Deviation	t	df	Sig (2-tailed)
Idealism	No	199	2.9643	.29642	-.699	225	.486
	Yes	28	3.0054	.24808			
Social Contact	No	199	2.6656	.27021	2.440	225	.015*
	Yes	28	2.5286	.33094			
Family	No	199	2.9349	.28333	-.759	225	.449
	Yes	28	2.9786	.29765			
Status	No	199	2.1419	.32426	1.180	225	.239
	Yes	28	2.0643	.33578			
Vengeance	No	199	2.3023	.42718	.297	225	.767
	Yes	28	2.2768	.41354			
Exercise	No	199	2.3266	.22393	1.281	225	.201
	Yes	28	2.2696	.19213			
Eating	No	199	2.1528	.41287	-2.302	48.097	.026*
	Yes	28	2.2857	.26347			

\* $\alpha \leq .05$

The mean of non-paid volunteers on the desire eating was 2.15 with a standard deviation of .413. The mean of paid volunteers on the desire eating was 2.29 with a standard deviation of .263. An independent *t*-test was used to compare the mean scores and determine significance. The statistical analysis results ( $t = -2.302$ ,  $df = 48.097$ ) were significant at  $\alpha \leq .05$ . The null hypothesis was rejected and the research hypothesis was accepted. The difference between the mean of paid volunteers and non-paid volunteers for the desire eating exhibited a large effect (Cohen, 1988) (see Table 43).

*Research Question #6: Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?*

A series of chi-square analyses were performed to determine if associations existed between hour's community leaders volunteer and six areas of motivation to volunteer that included: important values, learn about community, grow and develop psychologically, gain career-related experience, strengthen social relationships and reduce negative feelings. The null hypotheses were hour's community leaders volunteer and the "area of motivation to volunteer" are independent. The research hypothesis was that an association exists between the hour's community leaders volunteer and the "area of motivation to volunteer."

### **Exercising Important Values**

Of the 170 respondents who indicated they were motivated to volunteer by being able to "exercise important values, such as helping the less fortunate;" 53 volunteered 1-3 hours per week, 52 volunteered 4-7 hours per week, 25 volunteered 8-11 hours per week,



16 volunteered 12-15 hours per week, six volunteered 16-19 hours per week, and 18 volunteered 20 or more hours per week. Of the 53 respondents who indicated they were not motivated to volunteer by being able to “exercise important values, such as helping the less fortunate; 20 volunteered 1-3 hours per week, 16 volunteered 4-7 hours per week, three volunteered 8-11 hours per week, two volunteered 12-15 hours per week, three volunteered 16-19 hours per week and nine volunteered 20 or more hours per week.

A chi-square test was used to determine if there was a significant relationship that existed between amount of hour’s community leaders volunteer and important values. The null hypothesis was hour’s community leaders volunteer and being able to “exercise important values, such as helping the less fortunate” are independent. The research hypothesis was that an association exists between the hour’s community leaders volunteer and being able to “exercise important values, such as helping the less fortunate.” The chi-square value was 6.58 (df = 5) and was not significant ( $\alpha \geq .05$ ). The researcher failed to reject the null hypothesis. The hour’s community leaders volunteer and being able to “exercise important values, such as helping the less fortunate” were independent (see Table 43).

Table 43

*Volunteer to Exercise Important Values Compared by Hours Volunteered per Week*

		Exercise important values, such as helping the less fortunate		
		No	Yes	Total
1-3 hours per week	Count	20	53	73
	Expected Count	17.3	55.7	73.0
4-7 hours per week	Count	16	52	68
	Expected Count	16.2	51.8	68.0
8-11 hours per week	Count	3	25	28
	Expected Count	6.7	21.3	28.0
12-15 hours per week	Count	2	16	18
	Expected Count	4.3	13.7	18.0
16-19 hours per week	Count	3	6	9
	Expected Count	2.1	6.9	9.0
20 or more hours per week	Count	9	18	27
	Expected Count	6.4	20.6	27.0
Total	Count	53	170	223
	Expected Count	53.0	170.0	223.0

Chi-square = 6.58, df = 5,  $\alpha \geq .05$

## **Learn about Community**

Of the 169 respondents who indicated they were motivated to volunteer by being able to “learn more about their community”; 55 volunteered 1-3 hours per week, 53 volunteered 4-7 hours per week, 21 volunteered 8-11 hours per week, 14 volunteered 12-15 hours per week, six volunteered 16-19 hours per week and 20 volunteered 20 or more hours per week. Of the 54 respondents who indicated they were not motivated to volunteer by being able to learn more about their community; 18 volunteered 1-3 hours per week, 15 volunteered 4-7 hours per week, seven volunteered 8-11 hours per week, four volunteered 12-15 hours per week, three volunteered 16-19 hours per week and seven volunteered 20 or more hours per week.

A chi-square test was used to determine if there was a significant relationship that existed between amount of hour’s community leaders volunteer and learning more about the community. The null hypothesis was hour’s community leaders volunteer and being able to learn about the community are independent. The research hypothesis was that an association exists between the hour’s community leaders volunteer and being able to learn more about the community. The chi-square value was .679 ( $df = 5$ ) and was not significant ( $\alpha \leq .05$ ). The researcher failed to reject the null hypothesis. The hour’s community leaders volunteer and being able to learn more about the community are independent (see Table 44).

Table 44

*Volunteer to Learn about Community Compared by Hours Volunteered per Week*

		Learn more about my community		
		No	Yes	Total
1-3 hours per week	Count	18	55	73
	Expected Count	17.7	55.3	73.0
4-7 hours per week	Count	15	53	68
	Expected Count	16.5	51.5	68.0
8-11 hours per week	Count	7	21	28
	Expected Count	6.8	21.2	28.0
12-15 hours per week	Count	4	14	18
	Expected Count	4.4	13.6	18.0
16-19 hours per week	Count	3	6	9
	Expected Count	2.2	6.8	9.0
20 or more hours per week	Count	7	20	27
	Expected Count	6.5	20.5	27.0
Total	Count	54	169	223
	Expected Count	54.0	169.0	223.0

Chi –square = .679, df = 5,  $\alpha \leq .05$

**Grow and Develop Psychologically**

Of the 103 respondents who indicated they were motivated to volunteer by being able to “grow and develop psychologically”; 28 volunteered 1-3 hours per week, 39 volunteered 4-7 hours per week, 13 volunteered 8-11 hours per week, seven volunteered

12-15 hours per week, one volunteered 16-19 hours per week and 15 volunteered 20 or more hours per week. Of the 120 respondents who indicated they were not motivated to volunteer by being able to “grow and develop psychologically”; 45 volunteered 1-3 hours per week, 29 volunteered 4-7 hours per week, 15 volunteered 8-11 hours per week, 11 volunteered 12-15 hours per week, eight volunteered 16-19 hours per week and 12 volunteered 20 or more hours per week.

A chi-square test was used to determine if there was a significant relationship that existed between amount of hour’s community leaders volunteer and growing and developing psychologically. The null hypothesis was hour’s community leaders volunteer and being able to “grow and develop psychologically” are independent. The research hypothesis was that an association exists between the hour’s community leaders volunteer and being able to “grow and develop psychologically.” The chi-square value was 11.007 ( $df = 5$ ) and was not significant ( $\alpha \leq .05$ ). The researcher failed to reject the null hypothesis. The hour’s community leaders volunteer and being able to “grow and develop psychologically” are independent (see Table 45).

Table 45

*Volunteer to Grow and Develop Psychologically Compared by Hours Volunteered per Week*

		Grow and develop psychologically		
		No	Yes	Total
1-3 hours per week	Count	45	28	73
	Expected Count	39.3	33.7	73.0
4-7 hours per week	Count	29	39	68
	Expected Count	36.6	31.4	68.0
8-11 hours per week	Count	15	13	28
	Expected Count	15.1	12.9	28.0
12-15 hours per week	Count	11	7	18
	Expected Count	9.7	8.3	18.0
16-19 hours per week	Count	8	1	9
	Expected Count	4.8	4.2	9.0
20 or more hours per week	Count	12	15	27
	Expected Count	14.5	12.5	27.0
Total	Count	120	103	223
	Expected Count	120.0	103.0	223.0

Chi –square = 11.007, df = 5,  $\alpha \leq .05$

#### *Gain Career-related Experience*

Of the 86 respondents who indicated they were motivated to volunteer by being able to “gain career-related experience;” 33 volunteered 1-3 hours per week, 29

volunteered 4-7 hours per week, 11 volunteered 8-11 hours per week, eight volunteered 12-15 hours per week and five volunteered 20 or more hours per week. Of the 137 respondents who indicated they were not motivated to volunteer by being able to “gain career-related experience;” 40 volunteered 1-3 hours per week, 39 volunteered 4-7 hours per week, 17 volunteered 8-11 hours per week, ten volunteered 12-15 hours per week, nine volunteered 16-19 hours per week and 22 volunteered 20 or more hours per week.

A chi-square test of independence was used to determine if there was a significant relationship that existed between amount of hour’s community leaders volunteer and gaining career-related experience. The null hypothesis was hour’s community leaders volunteer and being able to “gain career-related experience” are independent. The research hypothesis was that an association exists between the hour’s community leaders volunteer and being able to “gain career-related experience.” The chi-square value was 12.335 (df = 5) and was significant ( $\alpha \leq .05$ ). The null hypothesis was rejected and the research hypothesis was accepted that there was an association between the hour’s community leaders volunteer and being able to gain career-related experience.

Further analysis was taken to determine the nature of the differences. In terms of gaining career-related experience, individuals who volunteered 1-3 hours per week ( $n = 33$ ) was higher than expected count ( $n = 28.2$ ). Individuals that volunteered 20 or more hours per week ( $n = 5$ ) was lower than expected count ( $n = 10.4$ ) (see Table 46).

Table 46

*Volunteer to Gain Career-Related Experience Compared by Hours Volunteered per Week*

		Gain career-related experience		
		No	Yes	Total
1-3 hours per week	Count	40	33	73
	Expected Count	44.8	28.2	73.0
4-7 hours per week	Count	39	29	68
	Expected Count	41.8	26.2	68.0
8-11 hours per week	Count	17	11	28
	Expected Count	17.2	10.8	28.0
12-15 hours per week	Count	10	8	18
	Expected Count	11.1	6.9	18.0
16-19 hours per week	Count	9	0	9
	Expected Count	5.5	3.5	9.0
20 or more hours per week	Count	22	5	27
	Expected Count	16.6	10.4	27.0
Total	Count	137	86	223
	Expected Count	137.0	86.0	223.0

Chi –square = 12.335, df = 5,  $\alpha \leq .05$

**Strengthen Social Relationships**

Of the 114 respondents who indicated they were motivated to volunteer by being able to “strengthen social relationships;” 36 volunteered 1-3 hours per week, 46 volunteered 4-7 hours per week, 14 volunteered 8-11 hours per week, nine volunteered



12-15 hours per week and nine volunteered 20 or more hours per week. Of the 109 respondents who indicated they were not motivated to volunteer by being able to “strengthen social relationships;” 37 volunteered 1-3 hours per week, 22 volunteered 4-7 hours per week, 14 volunteered 8-11 hours per week, nine volunteered 12-15 hours per week, nine volunteered 16-19 hours per week and 18 volunteered 20 or more hours per week.

A chi-square test was used to determine if there was a significant relationship that existed between the amount of hour’s community leaders volunteer and strengthen social relationships. The null hypothesis was hour’s community leaders volunteer and being able to “strengthen social relationships” are independent. The research hypothesis was that an association exists between the hour’s community leaders volunteer and being able to “strengthen social relationships.” The chi-square value was 20.382 ( $df = 5$ ) and was significant ( $\alpha \leq .05$ ). The null hypothesis was rejected and the research hypothesis accepted that there was an association between amount of hour’s community leaders volunteer and strengthening social relationships.

Further analysis was taken to determine the nature of the differences. In terms of strengthening social relationships, individuals that volunteered 4-7 hours per week ( $n = 46$ ) was higher than expected count ( $n = 34.8$ ) and individuals that volunteered 16-19 hours per week ( $n = 0$ ) was lower than expected count ( $n = 4.6$ ). Individuals who volunteered 20 or more hours per week ( $n = 9$ ) was lower than expected count ( $n = 13.8$ ) (see Table 47).

Table 47

*Volunteer to Strengthen Social Relationships Compared by Hours Volunteered per Week*

		Strengthen my social relationships		
		No	Yes	Total
1-3 hours per week	Count	37	36	73
	Expected Count	35.7	37.3	73.0
4-7 hours per week	Count	22	46	68
	Expected Count	33.2	34.8	68.0
8-11 hours per week	Count	14	14	28
	Expected Count	13.7	14.3	28.0
12-15 hours per week	Count	9	9	18
	Expected Count	8.8	9.2	18.0
16-19 hours per week	Count	9	0	9
	Expected Count	4.4	4.6	9.0
20 or more hours per week	Count	18	9	27
	Expected Count	13.2	13.8	27.0
Total	Count	109	114	223
	Expected Count	109.0	114.0	223.0

Chi –square = 20.382, df = 5,  $\alpha \leq .05$

**Reduce Negative Feelings**

Of the 20 respondents who indicated they were motivated to volunteer by being able to “reduce negative feelings, such as guilt;” nine volunteered 1-3 hour per week, seven volunteered 4-7 hours per week, two volunteered 8-11 hours per week, one

volunteered 12-15 hours per week and one respondent volunteered 20 or more hours per week. Of the 203 respondents who indicated they were not motivated to volunteer by being able to “reduce negative feelings, such as guilt;” 64 volunteered 1-3 hour per week, 61 volunteered 4-7 hours per week, 26 volunteered 8-11 hours per week, 17 volunteered 12-15 hours per week, nine volunteered 16-19 hours per week and 26 volunteered 20 or more hours per week.

A chi-square test was used to determine if there was a significant relationship that existed between amount of hour’s community leaders volunteer and reducing negative feelings. The null hypothesis was hour’s community leaders volunteer and being able to “reduce negative feelings, such as guilt” are independent. The research hypothesis was that an association exists between the hour’s community leaders volunteer and being able to “reduce negative feelings, such as guilt.” The chi-square value was 3.330 ( $df = 5$ ) and was not significant ( $\alpha \leq .05$ ). The researcher failed to reject the null hypothesis. The hour’s community leaders volunteer and being able to “reduce negative feelings, such as guilt” are independent (see Table 48).

Table 48

*Volunteer to Reduce Negative Feelings Compared by Hours Volunteered per Week*

		Reduce negative feelings, such as guilt		
		No	Yes	Total
1-3 hours per week	Count	64	9	73
	Expected Count	66.5	6.5	73.0
4-7 hours per week	Count	61	7	68
	Expected Count	61.9	6.1	68.0
8-11 hours per week	Count	26	2	28
	Expected Count	25.5	2.5	28.0
12-15 hours per week	Count	17	1	18
	Expected Count	16.4	1.6	18.0
16-19 hours per week	Count	9	0	9
	Expected Count	8.2	.8	9.0
20 or more hours per week	Count	26	1	27
	Expected Count	24.6	2.4	27.0
Total	Count	203	20	223
	Expected Count	203.0	20.0	223.0

Chi-square = 3.330, df = 5,  $\alpha \leq .05$

*Research Question #7:* Do motivational desires differ among key demographics including gender, age and educational level?

### **Gender**

A *t*-test statistical procedure was utilized to determine whether a statistical difference existed in the means of each of the 14 motivational desires and gender. The null hypothesis was the mean of male respondents on each of the motivational desires was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on each of the motivational desires was not equal to the mean of female respondents.

The desire, power, had a mean of 2.30 for males ( $n = 194$ ) with a standard deviation of .310 while females ( $n = 91$ ) had a mean of 2.38 with a standard deviation of .290. The null hypothesis was the mean of male respondents on the motivational desire power was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire power was not equal to the mean of female respondents. The statistical analysis results ( $t = -1.99$ ,  $df = 283$ ) was significant at an alpha of  $\leq .05$ . The researcher rejected the null hypothesis and accepted the research hypothesis. There was a significant difference between the means of motivational desire power and gender. The differences between the means of the motivational desire power and gender exhibited a large effect (Cohen, 1988).

The desire, independence, had a mean of 2.28 for males ( $n = 194$ ) with a standard deviation of .287 while females ( $n = 91$ ) had a mean of 2.22 with a standard deviation of .311. The null hypothesis was the mean of male respondents on the motivational desire independence was equal to the mean of female respondents. The research hypothesis was

the mean of male respondents on the motivational desire independence was not equal to the mean of female respondents. The statistical analysis results ( $t = 1.64$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire independence and gender.

The desire, curiosity, had a mean of 2.57 for males ( $n = 194$ ) with a standard deviation of .208 while females ( $n = 91$ ) had a mean of 2.54 with a standard deviation of .234. The null hypothesis was the mean of male respondents on the motivational desire curiosity was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire curiosity was not equal to the mean of female respondents. The statistical analysis results ( $t = 1.247$ ,  $df = 159.029$ ) was not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire curiosity and gender.

The desire, acceptance, had a mean of 2.39 for males ( $n = 194$ ) with a standard deviation of .294 while females ( $n = 91$ ) had a mean of 2.38 with a standard deviation of .276. The null hypothesis was the mean of male respondents on the motivational desire acceptance was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire acceptance was not equal to the mean of female respondents. The statistical analysis results ( $t = .340$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire acceptance and gender.

The desire, order, had a mean of 2.92 for males ( $n = 194$ ) with a standard deviation of .304 while females ( $n = 91$ ) had a mean of 2.94 with a standard deviation of .321. The null hypothesis was the mean of male respondents on the motivational desire order was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire order was not equal to the mean of female respondents. The statistical analysis results ( $t = -.506$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire order and gender.

The desire, saving, had a mean of 2.49 for males ( $n = 194$ ) with a standard deviation of .283 while females ( $n = 91$ ) had a mean of 2.50 with a standard deviation of .292. The null hypothesis was the mean of male respondents on the motivational desire saving was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire saving was not equal to the mean of female respondents. The statistical analysis results ( $t = -.505$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire saving and gender.

The desire, honor, had a mean of 3.03 for males ( $n = 194$ ) with a standard deviation of .266 while females ( $n = 91$ ) had a mean of 3.04 with a standard deviation of .284. The null hypothesis was the mean of male respondents on the motivational desire honor was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire honor was not equal to the mean of

female respondents. The statistical analysis results ( $t = -.265$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire honor and gender.

The desire, idealism, had a mean of 2.95 for males ( $n = 194$ ) with a standard deviation of 2.80 while females ( $n = 91$ ) had a mean of 2.98 with a standard deviation of .291. The null hypothesis was the mean of male respondents on the motivational desire idealism was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire idealism was not equal to the mean of female respondents. The statistical analysis results ( $t = -.779$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire idealism and gender.

The desire, social contact, had a mean of 2.61 for males ( $n = 194$ ) with a standard deviation of .262 while females ( $n = 91$ ) had a mean of 2.66 with a standard deviation of .357. The null hypothesis was the mean of male respondents on the motivational desire social contact was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire social contact was not equal to the mean of female respondents. The statistical analysis results ( $t = -1.107$ ,  $df = 137.043$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire social contact and gender.



The desire, family, had a mean of 2.96 for males ( $n = 194$ ) with a standard deviation of 2.75 while females ( $n = 91$ ) had a mean of 2.93 with a standard deviation of .285. The null hypothesis was the mean of male respondents on the motivational desire family was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire family was not equal to the mean of female respondents. The statistical analysis results ( $t = .662$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire family and gender.

The desire, status, had a mean of 2.12 for males ( $n = 194$ ) with a standard deviation of .309 while females ( $n = 91$ ) had a mean of 2.17 with a standard deviation of .314. The null hypothesis was the mean of male respondents on the motivational desire status was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire status was not equal to the mean of female respondents. The statistical analysis results ( $t = -1.355$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire status and gender.

The desire, vengeance, had a mean of 2.35 for males ( $n = 194$ ) with a standard deviation of .399 while females ( $n = 91$ ) had a mean of 2.20 with a standard deviation of .417. The null hypothesis was the mean of male respondents on the motivational desire vengeance was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire vengeance was not equal to the

mean of female respondents. The statistical analysis results ( $t = 2.903$ ,  $df = 283$ ) were significant at an alpha of  $<.05$ . The researcher rejected the null hypothesis and accepted the research hypothesis. There was a significant difference between the means of motivational desire vengeance and gender. The differences between the means of the motivational desire vengeance and gender exhibited a large effect (Cohen, 1988).

The desire, exercise, had a mean of 2.31 for males ( $n = 194$ ) with a standard deviation of .236 while females ( $n = 91$ ) had a mean of 2.34 with a standard deviation of .224. The null hypothesis was the mean of male respondents on the motivational desire exercise was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire exercise was not equal to the mean of female respondents. The statistical analysis results ( $t = -.962$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire exercise and gender.

The desire, eating, had a mean of 2.20 for males ( $n = 194$ ) with a standard deviation of .382 while females ( $n = 91$ ) had a mean of 2.15 with a standard deviation of .400. The null hypothesis was the mean of male respondents on the motivational desire eating was equal to the mean of female respondents. The research hypothesis was the mean of male respondents on the motivational desire eating was not equal to the mean of female respondents. The statistical analysis results ( $t = .985$ ,  $df = 283$ ) were not significant at an alpha of  $<.05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire eating and gender (see Table 49).

Table 49

*Average Score on Motivational Desire Compared by Gender*

Motivational Desires		N	Mean	Std. Deviation	t	df	Sig (2-tailed)
Power	Male	194	2.3001	.31012	-1.985	283	.048*
	Female	91	2.3767	.29017			
Independence	Male	194	2.2841	.28739	1.638	283	.103
	Female	91	2.2227	.31086			
Curiosity	Male	194	2.5743	.20836	1.247	159.029	.214
	Female	91	2.5385	.23417			
Acceptance	Male	194	2.3916	.29374	.340	283	.734
	Female	91	2.3791	.27639			
Order	Male	194	2.9229	.30417	-.506	283	.613
	Female	91	2.9429	.32107			
Saving	Male	194	2.4866	.28326	-.505	283	.614
	Female	91	2.5049	.29193			
Honor	Male	194	3.0265	.26649	-.265	283	.791
	Female	91	3.0357	.28356			

Table 49 (Continued)

*Average Score on Motivational Desire Compared by Gender*

Motivational Desires		N	Mean	Std. Deviation	t	df	Sig (2-tailed)
Idealism	Male	194	2.9521	.28008			
	Female	91	2.9802	.29068	-.779	283	.436
Social Contact	Male	194	2.6141	.26165			
	Female	91	2.6604	.35688	-1.107	137.043	.270
Family	Male	194	2.9580	.27462			
	Female	91	2.9346	.28526	.662	283	.509
Status	Male	194	2.1170	.30909			
	Female	91	2.1705	.31442	-1.355	283	.177
Vengeance	Male	194	2.3539	.39938			
	Female	91	2.2044	.41738	2.903	283	.004*
Exercise	Male	194	2.3070	.23604			
	Female	91	2.3353	.22394	-.962	283	.337
Eating	Male	194	2.1951	.38234			
	Female	91	2.1465	.40024	.985	283	.325

\* $\alpha \leq .05$

## Age

A one-way analysis of variance (ANOVA) procedure was used to determine if differences existed in the means of the 14 desires when compared to age of the respondents. The year born categories were used as an ordinal measurement of age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.32 with a standard deviation of .275 on the desire power. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.32 with a standard deviation of .310. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.30 with a standard deviation of .361 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.30 with a standard deviation of .321.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire power when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire power when compared by age. The ANOVA produced an F value of .977 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire power when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.27 with a standard deviation of .318 on the desire independence. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.25 with a standard deviation of .282. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.33 with a standard deviation of .270 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.33 with a standard deviation of 2.38.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire independence when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire independence when compared by age. The ANOVA produced an F value of .817 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire independence when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.53 with a standard deviation of .185 on the desire curiosity. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.57 with a standard deviation of .209. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.64 with a standard deviation of .251 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.50 with a standard deviation of .428.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire curiosity when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire curiosity when compared by age. The ANOVA produced an F value of 2.422 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire curiosity when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.42 with a standard deviation of .290 on the desire acceptance. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.37 with a standard deviation of .288.

Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.35 with a standard deviation of .277 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.45 with a standard deviation of .334.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire acceptance when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire acceptance when compared by age. The ANOVA produced an F value of .760 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire acceptance when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.95 with a standard deviation of .277 on the desire order. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.93 with a standard deviation of .319. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.90 with a standard deviation of .355 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.88 with a standard deviation of .320.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire order when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire order when compared by age. The ANOVA produced an F value of .236 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire order when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.52 with a standard deviation of .274 on the desire saving. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.46 with a standard deviation of .294. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.53 with a standard deviation of .256 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.60 with a standard deviation of .370.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire saving when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire saving when compared by age. The ANOVA produced an F value of 1.322 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire saving when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 3.06 with a standard deviation of .300 on the desire honor. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 3.03 with a standard deviation of .256. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.99 with a standard deviation of .222 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.5 with a standard deviation of .382.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire honor when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire honor when compared by age. The ANOVA



produced an F value of 1.732 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire honor when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.93 with a standard deviation of .302 on the desire idealism. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.98 with a standard deviation of .270. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.94 with a standard deviation of .255 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.98 with a standard deviation of .420.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire idealism when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire idealism when compared by age. The ANOVA produced an F value of .521 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire idealism when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.55 with a standard deviation of .279 on the desire social contact. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.66 with a standard deviation of .301. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.66 with a standard deviation of .259 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.78 with a standard deviation of .249.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire social contact when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire social contact when compared by age. The ANOVA produced an F value of 3.872 and was significant at an alpha of .05. The null hypothesis was rejected and research hypothesis was accepted. There was a significant difference existed on the mean scores of the desire social contact when compared by age. A LSD post hoc analysis found a significant difference between years born among 1922-1945 and 1946-1964 and 1922-1945 and 1981-1993. Years born among 1922-1945 had a lower mean at 2.546 than years born among 1946-1964 at 2.6597. Years born among 1922-1945 had a lower mean at 2.546 than years born among 1981-1993 at 2.775.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 3.00 with a standard deviation of .281 on the desire family. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.93 with a standard deviation of .255. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.87 with a standard deviation of .336 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 3.03 with a standard deviation of .311.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire family when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire family when compared by age. The ANOVA produced an F value of 2.30 and was not significant at an alpha of .05. The researcher

failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire family when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.18 with a standard deviation of .321 on the desire status. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.11 with a standard deviation of .295. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.12 with a standard deviation of .299 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.15 with a standard deviation of .521.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire status when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire status when compared by age. The ANOVA produced an F value of .855 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire status when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.32 with a standard deviation of .413 on the desire vengeance. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.30 with a standard deviation of .414. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.38 with a standard deviation of .330 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.15 with a standard deviation of .396.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire

vengeance when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire vengeance when compared by age. The ANOVA produced an F value of .904 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire vengeance when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.34 with a standard deviation of .217 on the desire exercise. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.29 with a standard deviation of .248. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.35 with a standard deviation of .201 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.28 with a standard deviation of .238.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire exercise when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire exercise when compared by age. The ANOVA produced an F value of .985 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire exercise when compared by age.

Individuals born between the years 1922-1945 ( $n = 91$ ) had a mean of 2.22 with a standard deviation of .363 on the desire eating. The individuals born between the years 1946-1964 ( $n = 150$ ) had a mean of 2.17 with a standard deviation of .392. Individuals born between the years 1965-1980 ( $n = 35$ ) had a mean of 2.14 with a standard deviation

of .391 while individuals born between 1981-1993 ( $n = 8$ ) had a mean of 2.23 with a standard deviation of .420.

A one-way analysis of variance (ANOVA) procedure was performed to test the null hypothesis that there was no significance difference on the mean scores of the desire eating when compared by age. The research hypothesis was significant differences existed on the mean scores of the desire eating when compared by age. The ANOVA produced an F value of .439 and was not significant at an alpha of .05. The researcher failed to reject the null hypothesis. No significant differences existed on the mean scores of the desire eating when compared by age (see Table 50 and Table 51).

Table 50

*Descriptive Statistics of Motivational Desires Compared by Age Categories*

	1922-1945	1946-1964	1965-1980	1981-1993
Power				
Number	91	150	35	8
M	2.32	2.3243	2.2971	2.5
SD	0.27469	0.30967	0.36095	0.32071
Independence				
Number	91	150	35	8
M	2.2687	2.2498	2.3295	2.325
SD	0.31821	0.28158	0.26956	0.23755

Table 50 (Continued)

*Descriptive Statistics of Motivational Desires Compared by Age Categories*

	1922-1945	1946-1964	1965-1980	1981-1993
Curiosity				
Number	91	150	35	8
M	2.5304	2.5663	2.64	2.5
SD	0.1851	0.20874	0.25112	0.42762
Acceptance				
Number	91	150	35	8
M	2.4194	2.374	2.3543	2.45
SD	0.28929	0.28835	0.27716	0.33381
Order				
Number	91	150	35	8
M	2.9452	2.9296	2.9043	2.875
SD	0.2772	0.31882	0.35488	0.3196
Saving				
Number	91	150	35	8
M	2.5154	2.463	2.5314	2.6
SD	0.27444	0.29387	0.25641	0.37033
Honor				
Number	91	150	35	8
M	3.056	3.031	2.9886	2.85
SD	0.29989	0.25552	0.22198	0.38173

Table 50 (Continued)

*Descriptive Statistics of Motivational Desires Compared by Age Categories*

	1922-1945	1946-1964	1965-1980	1981-1993
Idealism				
Number	91	150	35	8
M	2.9337	2.9783	2.9429	2.975
SD	0.30187	0.26963	0.2547	0.42003
Social Contact				
Number	91	150	35	8
M	2.55	2.6597	2.6571	2.7750
SD	.279	.30110	.25928	.24928
Family				
Number	91	150	35	8
M	2.9989	2.934	2.87	3.025
SD	0.28087	0.25497	0.33589	0.31053
Status				
Number	91	150	35	8
M	2.1775	2.1132	2.1167	2.15
SD	0.32105	0.29465	0.29905	0.52099
Vengeance				
Number	91	150	35	8
M	2.3236	2.2947	2.3829	2.15
SD	0.41314	0.41386	0.33032	0.39641

Table 50 (Continued)

*Descriptive Statistics of Motivational Desires Compared by Age Categories*

	1922-1945	1946-1964	1965-1980	1981-1993
Exercise				
Number	91	150	35	8
M	2.3374	2.2971	2.3543	2.275
SD	0.21738	0.24751	0.2005	0.23755
Eating				
Number	91	150	35	8
M	2.2154	2.1729	2.1386	2.225
SD	0.36322	0.39193	0.39072	0.42003

Table 51

*Analysis of Variance Results Comparing Average Motivational Desire Scores by Age*

	SS	DF	MS	F
Power				
Between Groups	.274	3	.091	.977
Within Groups	26.229	280	.094	
Total	26.504	283		
Independence				
Between Groups	.208	3	.069	.817
Within Groups	23.793	280	.085	
Total	24.001	283		



Table 51 (Continued)

*Analysis of Variance Results Comparing Average Motivational Desire Scores by Age*

	SS	DF	MS	F
Curiosity				
Between Groups	.337	3	.112	2.422
Within Groups	13.000	280	.046	
Total	13.338	283		
Acceptance				
Between Groups	.190	3	.063	.760
Within Groups	23.312	280	.083	
Total	23.502	283		
Order				
Between Groups	.069	3	.023	.236
Within Groups	27.058	280	.097	
Total	27.126	283		
Saving				
Between Groups	.324	3	.108	1.322
Within Groups	22.841	280	.082	
Total	23.165	283		
Honor				
Between Groups	.381	3	.127	1.732
Within Groups	20.518	280	.073	
Total	20.899	283		

Table 51 (Continued)

*Analysis of Variance Results Comparing Average Motivational Desire Scores by Age*

	SS	DF	MS	F
Idealism				
Between Groups	.125	3	.042	.521
Within Groups	22.474	280	.080	
Total	22.599	283		
Social Contact				
Between Groups	.964	3	.321	3.872*
Within Groups	23.247	280	.083	
Total	24.212	283		
Family				
Between Groups	.525	3	.175	2.300
Within Groups	21.297	280	.076	
Total	21.822	283		
Status				
Between Groups	.249	3	.083	.855
Within Groups	27.153	280	.097	
Total	27.401	283		
Vengeance				
Between Groups	.443	3	.148	.904
Within Groups	45.692	280	.163	
Total	46.135	283		

Table 51 (Continued)

*Analysis of Variance Results Comparing Average Motivational Desire Scores by Age*

	SS	DF	MS	F
Exercise				
Between Groups	.160	3	.053	.985
Within Groups	15.143	280	.054	
Total	15.303	283		
Eating				
Between Groups	.194	3	.065	.439
Within Groups	41.186	280	.147	
Total	41.380	283		

$P \leq .05$

LSD Post Hoc Analysis

1922-1945 < 1946-1964

1922-1945 < 1981-1993

**Educational Level**

A one-way analysis of variance (ANOVA) procedure was used to determine if differences existed in the means of the 14 desires when compared by the educational level of the respondents. The eight educational categories included; less than high school, some high school high school graduate or equivalent (GED), some college but no degree, associate degree (academic, vocational or technical), bachelor degree (B.S., B.A., etc.), master's degree (M.S., M.A.) and doctoral degree (EdD., PhD).

For the desire, power, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.32 with a standard deviation of .275. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.34 with a standard deviation of

.292. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.37 with a standard deviation of .333 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.39 with a standard deviation of .313. Individuals with a master's degree ( $n = 55$ ) had a mean of 2.23 with a standard deviation of .312 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.18 with a standard deviation of .233.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire power and educational level. The research hypothesis was that there was a significant difference between the mean of the desire power and educational level. The ANOVA produced an F value of 2.411 and was significant at an alpha of  $\leq .05$ . The null hypothesis was rejected and research hypothesis was accepted. There was a significant difference between the means the motivational desire, power on education level. A LSD post hoc analysis found significant differences between some college and master's degree, bachelor degree and master's degree, and bachelor degree and doctorate degree. Some college had a higher mean ( $M = 2.34$ ) than a master's degree ( $M = 2.23$ ). A bachelor degree had a higher mean ( $M = 2.38$ ) than a master's degree ( $M = 2.23$ ) and a bachelor degree had a higher mean ( $M = 2.38$ ) than a doctorate degree ( $M = 2.18$ ).

For the desire, independence, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.25 with a standard deviation of .286. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.23 with a standard deviation of .375. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.33 with a standard deviation of .198 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.30 with a standard deviation of .262. Individuals with a master's

degree (n = 55) had a mean of 2.24 with a standard deviation of 2.17 and individuals with a doctoral degree (n = 12) had a mean of 2.17 with a standard deviation of .414.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire independence and educational level. The research hypothesis was that there was a significant difference between the mean of the desire independence and educational level. The ANOVA produced an F value of .979 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire independence and educational level.

For the desire, curiosity, individuals that had a high school diploma or equivalent (GED) (n = 37) had a mean of 2.53 with a standard deviation of .178. Individuals that had some college but no degree (n = 65) had a mean of 2.57 with a standard deviation of .182. Individuals that had an associate degree (n = 20) had a mean of 2.47 with a standard deviation of .227 while individuals with a bachelor degree (n = 87) had a mean of 2.57 with a standard deviation of .242. Individuals with a master's degree (n = 55) had a mean of 2.59 with a standard deviation of .235 and individuals with a doctoral degree (n = 12) had a mean of 2.60 with a standard deviation of .19.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire curiosity and educational level. The research hypothesis was that there was a significant difference between the mean of the desire curiosity and educational level. The ANOVA produced an F value of 1.179 and was not significant at an alpha of  $\leq .05$ . The researcher failed to

reject the null hypothesis. There were no significant differences between the means of motivational desire curiosity and educational level.

For the desire, acceptance, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.32 with a standard deviation of .280. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.40 with a standard deviation of .345. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.36 with a standard deviation of .239 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.39 with a standard deviation of .276. Individuals with a master's degree ( $n = 55$ ) had a mean of 2.44 with a standard deviation of .265 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.37 with a standard deviation of .239.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire acceptance and educational level. The research hypothesis was that there was a significant difference between the mean of the desire acceptance and educational level. The ANOVA produced an F value of .796 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire acceptance and educational level.

For the desire, order, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 3.04 with a standard deviation of .312. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.95 with a standard deviation of .261. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.87 with a standard deviation of .292 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.89 with a standard deviation of .329. Individuals with a master's degree ( $n = 55$ ) had

a mean of 2.94 with a standard deviation of .314 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.92 with a standard deviation of .346.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire order and educational level. The research hypothesis was that there was a significant difference between the mean of the desire order and educational level. The ANOVA produced an F value of 1.37 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire order and educational level.

For the desire, savings, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.50 with a standard deviation of .360. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.46 with a standard deviation of .237. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.44 with a standard deviation of .264 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.53 with a standard deviation of .297. Individuals with a master's degree ( $n = 55$ ) had a mean of 2.51 with a standard deviation of .263 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.35 with a standard deviation of .211.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire savings and educational level. The research hypothesis was that there was a significant difference between the mean of the desire savings and educational level. The ANOVA produced an F value of 1.224 and was not significant at an alpha of  $\leq .05$ . The researcher failed to

reject the null hypothesis. There were no significant differences between the means of motivational desire savings and educational level.

For the desire, honor, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 3.11 with a standard deviation of .286. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 3.01 with a standard deviation of .261. Individuals that had an associate degree ( $n = 20$ ) had a mean of 3.00 with a standard deviation of .274 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 3.00 with a standard deviation of .258. Individuals with a master's degree ( $n = 55$ ) had a mean of 3.03 with a standard deviation of .284 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 3.18 with a standard deviation of .180.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire honor and educational level. The research hypothesis was that there was a significant difference between the mean of the desire honor and educational level. The ANOVA produced an F value of 2.145 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire honor and educational level.

For the desire, idealism, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 3.00 with a standard deviation of .260. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.99 with a standard deviation of .288. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.99 with a standard deviation of .247 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.91 with a standard deviation of .290. Individuals with a master's degree ( $n = 55$ ) had



a mean of 2.97 with a standard deviation of .298 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.95 with a standard deviation of .193.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire idealism and educational level. The research hypothesis was that there was a significant difference between the mean of the desire idealism and educational level. The ANOVA produced an F value of .901 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire idealism and educational level.

For the desire, social contact, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.60 with a standard deviation of .295. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.60 with a standard deviation of .351. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.69 with a standard deviation of .200 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.61 with a standard deviation of .310. Individuals with a master's degree ( $n = 55$ ) had a mean of 2.70 with a standard deviation of .220 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.61 with a standard deviation of .311.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire social contact and educational level. The research hypothesis was that there was a significant difference between the mean of the desire social contact and educational level. The ANOVA produced an F value of 1.076 and was not significant at an alpha of  $\leq .05$ . The researcher

failed to reject the null hypothesis. There were no significant differences between the means of motivational desire social contact and educational level.

For the desire, family, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.98 with a standard deviation of .264. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.94 with a standard deviation of .273. Individuals that had an associate degree ( $n = 20$ ) had a mean of 3.07 with a standard deviation of .250 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.95 with a standard deviation of .275. Individuals with a master's degree ( $n = 55$ ) had a mean of 2.95 with a standard deviation of .261 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.87 with a standard deviation of .261.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire family and educational level. The research hypothesis was that there was a significant difference between the mean of the desire family and educational level. The ANOVA produced an F value of 1.086 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire family and educational level.

For the desire, status, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.15 with a standard deviation of .299. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.16 with a standard deviation of .309. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.15 with a standard deviation of .282 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.13 with a standard deviation of .400. Individuals with a master's degree ( $n = 55$ ) had

a mean of 2.09 with a standard deviation of .300 and individuals with a doctoral degree (n = 12) had a mean of 2.22 with a standard deviation of .386.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire status and educational. The research hypothesis was that there was a significant difference between the mean of the desire status and educational level. The ANOVA produced an F value of .476 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire status and educational level.

For the desire, vengeance, individuals that had a high school diploma or equivalent (GED) (n = 37) had a mean of 2.24 with a standard deviation of .409. Individuals that had some college but no degree (n = 65) had a mean of 2.34 with a standard deviation of .409. Individuals that had an associate degree (n = 20) had a mean of 2.14 with a standard deviation of .443 while individuals with a bachelor degree (n = 87) had a mean of 2.29 with a standard deviation of .405. Individuals with a master's degree (n = 55) had a mean of 2.41 with a standard deviation of .397 and individuals with a doctoral degree (n = 12) had a mean of 2.10 with a standard deviation of .405.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire vengeance and educational level. The research hypothesis was that there was a significant difference between the mean of the desire vengeance and educational level. The ANOVA produced an F value of 2.403 and was significant at an alpha of  $\leq .05$ . The null hypothesis was rejected and research hypothesis was accepted. There was a significant difference

between the means of the motivational desire, vengeance and educational level. A LSD post hoc analysis found a significant difference between high school graduate and master degree, some college and associate degree, associate degree and master degree and master degree and doctorate degree. High school had a lower mean ( $M = 2.24$ ) than master's degree ( $M = 2.41$ ). Some college had a higher mean ( $M = 2.34$ ) than an associate degree ( $M = 2.14$ ). An associate degree had a lower mean ( $M = 2.13$ ) than a master's degree ( $M = 2.41$ ) and a master degree had a higher mean than a doctorate degree ( $M = 2.10$ ).

For the desire, exercise, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.31 with a standard deviation of .261. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.32 with a standard deviation of .237. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.28 with a standard deviation of .209 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.33 with a standard deviation of .241. Individuals with a master's degree ( $n = 55$ ) had a mean of 2.31 with a standard deviation of .184 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.23 with a standard deviation of .340.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire exercise and educational level. The research hypothesis was that there was a significant difference between the mean of the desire exercise and educational level. The ANOVA produced an F value of .442 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire exercise and educational level.

For the desire, eating, individuals that had a high school diploma or equivalent (GED) ( $n = 37$ ) had a mean of 2.09 with a standard deviation of .376. Individuals that had some college but no degree ( $n = 65$ ) had a mean of 2.26 with a standard deviation of .400. Individuals that had an associate degree ( $n = 20$ ) had a mean of 2.20 with a standard deviation of .332 while individuals with a bachelor degree ( $n = 87$ ) had a mean of 2.20 with a standard deviation of .346. Individuals with a master's degree ( $n = 55$ ) had a mean of 2.14 with a standard deviation of .435 and individuals with a doctoral degree ( $n = 12$ ) had a mean of 2.08 with a standard deviation of .522.

A one-way ANOVA procedure was performed to test the null hypothesis that there was no significance difference between the mean of the desire eating and educational level. The research hypothesis was that there was a significant difference between the mean of the desire eating and educational level. The ANOVA produced an F value of 1.276 and was not significant at an alpha of  $\leq .05$ . The researcher failed to reject the null hypothesis. There were no significant differences between the means of motivational desire eating and educational level (see Table 52 and Table 53).

Table 52

*Descriptive Data Comparing Motivational Desires by Educational Level*

	HS/GED	Some College – No Degree	Associate Degree	Bachelor Degree	Master's Degree	Doctoral Degree
Power						
Number	37	65	20	87	55	12
M	2.3167	2.3428	2.37	2.3833	2.23	2.1833
SD	0.27471	0.2918	0.33261	0.31343	0.31204	0.2329
Independence						
Number	37	65	20	87	55	12
M	2.2473	2.2318	2.33	2.3013	2.2355	2.1708
SD	0.286	0.37548	0.19762	0.26247	0.24864	0.41366
Curiosity						
Number	37	65	20	87	55	12
M	2.5297	2.5662	2.47	2.5724	2.5894	2.6
SD	0.17774	0.18224	0.22734	0.24242	0.23495	0.19069

Table 52 (Continued)

*Descriptive Data Comparing Motivational Desires by Educational Level*

	HS/GED	Some College – No Degree	Associate Degree	Bachelor Degree	Master's Degree	Doctoral Degree
Acceptance						
Number	37	65	20	87	55	12
M	2.3248	2.3954	2.36	2.3914	2.4418	2.3667
SD	0.27959	0.3448	0.2393	0.27642	0.26506	0.23868
Order						
Number	37	65	20	87	55	12
M	3.0369	2.9485	2.87	2.8929	2.9445	2.9167
SD	0.31228	0.26145	0.29218	0.32874	0.31427	0.34597
Saving						
Number	37	65	20	87	55	12
M	2.5027	2.4631	2.44	2.527	2.5127	2.35
SD	0.36016	0.23689	0.26438	0.29686	0.26321	0.21106

Table 52 (Continued)

*Descriptive Data Comparing Motivational Desires by Educational Level*

	HS/GED	Some College – No Degree	Associate Degree	Bachelor Degree	Master's Degree	Doctoral Degree
Honor						
Number	37	65	20	87	55	12
M	3.1122	3.0062	2.95	3.0023	3.03	3.1833
SD	0.28563	0.26138	0.27434	0.25845	0.28359	0.18007
Idealism						
Number	37	65	20	87	55	12
M	3.0018	2.9908	2.99	2.9121	2.9727	2.95
SD	0.25986	0.28816	0.24688	0.28591	0.29842	0.19306
Social Contact						
Number	37	65	20	87	55	12
M	2.6036	2.5985	2.69	2.6115	2.7009	2.6125
SD	.29466	.35100	.19974	.30970	.22037	.31052



Table 52 (Continued)

*Descriptive Data Comparing Motivational Desires by Educational Level*

	HS/GED	Some College – No Degree	Associate Degree	Bachelor Degree	Master's Degree	Doctoral Degree
Family						
Number	37	65	20	87	55	12
M	2.9838	2.9385	3.07	2.9477	2.9464	2.8667
SD	0.26406	0.27311	0.24995	0.27533	0.30152	0.26054
Status						
Number	37	65	20	87	55	12
M	2.1459	2.1569	2.15	2.1289	2.0918	2.2167
SD	0.29893	0.30922	0.28191	0.30995	0.30058	0.38573
Vengeance						
Number	37	65	20	87	55	12
M	2.2365	2.3446	2.135	2.2868	2.4109	2.1
SD	0.4087	0.40852	0.44281	0.40473	0.39706	0.40452

Table 52 (Continued)

*Descriptive Data Comparing Motivational Desires by Educational Level*

	HS/GED	Some College – No Degree	Associate Degree	Bachelor Degree	Master's Degree	Doctoral Degree
Exercise						
Number	37	65	20	87	55	12
M	2.3135	2.3169	2.28	2.3295	2.3127	2.2333
SD	0.26051	0.23738	0.20926	0.24109	0.18364	0.33934
Eating						
Number	37	65	20	87	55	12
M	2.0851	2.2569	2.195	2.1992	2.1382	2.0833
SD	0.37581	0.39596	0.33162	0.34604	0.43525	0.52194

Table 53

*Analysis of Variance Results Comparing Means of Motivational Desires by Educational Level*

	SS	DF	MS	F
Power				
Between Groups	1.097	5	.219	2.411*
Within Groups	24.571	270	.091	
Total	25.668	275		
Independence				
Between Groups	.433	5	.087	.979
Within Groups	23.855	270	.088	
Total	24.288	275		
Curiosity				
Between Groups	.277	5	.055	1.179
Within Groups	12.679	270	.047	
Total	12.956	275		
Acceptance				
Between Groups	.332	5	.066	.796
Within Groups	22.502	270	.083	
Total	22.834	275		
Order				
Between Groups	.644	5	.129	1.366
Within Groups	25.452	270	.094	
Total	26.096	275		

Table 53 (Continued)

*Analysis of Variance Results Comparing Means of Motivational Desires by Educational Level*

	SS	DF	MS	F
Saving				
Between Groups	.485	5	.097	1.224
Within Groups	21.399	270	.079	
Total	21.884	275		
Honor				
Between Groups	.762	5	.152	2.145
Within Groups	19.184	270	.071	
Total	19.946	275		
Idealism				
Between Groups	.353	5	.071	.901
Within Groups	21.152	270	.078	
Total	21.505	275		
Social Contact				
Between Groups	1.097	5	.219	2.411
Within Groups	24.571	270	.091	
Total	25.668	275		
Family				
Between Groups	.415	5	.083	1.086
Within Groups	20.647	270	.076	
Total	21.062	275		

Table 53 (Continued)

*Analysis of Variance Results Comparing Means of Motivational Desires by Educational Level*

	SS	DF	MS	F
Status				
Between Groups	.226	5	.045	.476
Within Groups	25.624	270	.095	
Total	25.850	275		
Vengeance				
Between Groups	1.995	5	.399	2.403*
Within Groups	44.820	270	.166	
Total	46.815	275		
Exercise				
Between Groups	.123	5	.025	.442
Within Groups	14.968	270	.055	
Total	15.091	275		
Eating				
Between Groups	.963	5	.193	1.276
Within Groups	40.732	270	.151	
Total	41.695	275		

$\alpha \leq .05$

LSD Post Hoc Analysis

Power

SC > MS

BA > MS

BA > DOC

Vengeance

HS < MS

SC > AS

AS < MS

MS > DOC

## CHAPTER V

### **Summary, Conclusions, and Recommendations**

#### **Purpose and Objectives of the Study**

The purpose of the study was to identify the characteristics and motives of individuals in the community development field. The objectives of this study were to identify the key incentives that motivate individuals, generational differences in community leaders, differences in motivation among paid and volunteer community leaders and between intrinsic and extrinsic motivation. The following research questions were developed to guide this study:

1. What are the demographic characteristics of volunteer leaders within the community development population?
2. What are the motivational desires possessed by volunteer community leaders?
3. What are key incentives that motivate individuals to volunteer in community leadership roles?
4. What are the factors that influence individuals seeking leadership roles in West Virginia communities?
5. Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?
6. Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?
7. Do motivational desires differ among key demographics including gender, age and educational level?

The findings of this research study were limited to paid and non-paid volunteers leaders in West Virginia. The accessible population (West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council) is not representative of all community development organizations.

### **Summary and Conclusions**

The volunteer rate in West Virginia is declining. Because good leadership is a key to strong community, it is imperative to understand what motivates individuals to be community leaders for successful leader recruitment, placement and retention. Based upon the results of this study, the following summary and conclusions were drawn to addresses what motivates individuals for better volunteer recruitment, placement and retention and are reported for each research question identified for this study.

#### *Demographic Characteristics*

Research Question #1: What are the demographic characteristics of volunteer leaders of the community development population?

*Summary / conclusion.* Percentages were used to describe the demographic characteristics. The majority of the respondents were male (68.1%). This is consistent with Hayghe (1991) who found that there is little difference in the number of men and women volunteers in America. Baby boomers (1946 –1964) were the highest percentage (52.8%) of respondents for this study. This may explain why a number of studies on volunteer leadership motivation focus on the baby boomer population (Culp, 2009). Over

50% of the respondents have earned at least a four-year college degree (55.4%). Most of the respondents work full time (65%) and 77.9% are currently volunteering in a leadership role. When asked to specify their current volunteer leadership role, the largest percentage (26%) indicated they were working with non-profits. The majority of the respondent's live and volunteer in rural/non-farm areas (59%) and were trained in developing leadership skills (69%). A high percentage of volunteers do not receive payment for volunteering (88.7%) and volunteer for two - four organizations (63.9%). Findings show that the majority of respondents volunteer for four or more hours per week with only 32.9% of the individuals volunteering 1-3 hours per week.

#### *Motivational Factors*

The leading motivational factor that drives the respondents to volunteer in a leadership role was the desire to help the less fortunate (76.6%). This was followed by the wish to learn more about one's community (73.4%). It is important to note when respondents were asked to specify other motivational factors, the highest amount of responses (4.6%) were related to community development. These findings will help with the understanding and development of volunteer job recruitment and placement that include experiences that exercise good morals, values and loyalty.

#### *Reasons for not volunteering*

Time requirements (90.2%) and demands of job (59.1%) were the top two reasons why participants believe individuals their age do not volunteer in a leadership role. Since a majority of the respondents work full time, they have time constraints; although they



are interested in volunteering for their community. It is important to note when respondents were asked to specify other reasons why people their age do not volunteer, the highest responses (4.9%) were apathy related. These findings contribute to the understanding that volunteer organizers must consider volunteer time constraints and identify specific roles that require much time and/or bridge the volunteer experience that provides job benefits.

#### *Involvement in Activities and/or Groups*

Community service projects (82.2%) and fundraisers (76.6%) account for the highest percentages for involvement in activities and/or groups. The next highest was involvement in government (73.1%) and church (69.6%). It is important to note that 4.9% of the respondents indicated activities/groups related to community development, 4.6% indicated activities related to sports and 4.2% responded with something related to service organizations when asked to specify “other.”

#### *Influences to Volunteer*

Friends (64.3%), family (55.9%) and church (49.7%) were at the top of the list of influences that motivate volunteering. It is important to point out that 4.6% of individuals indicated that their influences included filling a need and eight mentioned community improvement when asked to specify “other”. These findings uncover the need to develop specific recruitment and placement strategies based on these incentives.

### *Motivational Desires*

Research Questions #2: What are the motivational desires possessed by volunteer community leaders?

*Summary / conclusion.* The motivational desire honor had the highest mean (3.03) while idealism had the second highest mean (2.96). Based on the scale the researcher used, both desires were considered “strong.” These findings were expected for the population of this study (community development volunteer leaders) since Reiss (2002) indicated that the desire for honor motivates people to place importance on duty and the desire for idealism motivates individuals to get involved and contribute for the improvement of humanity. Recruitment and appropriate placement can be made for volunteer leaders when their specific desires are understood.

Although honor and idealism were the two top motivational desires for community leaders, a lot can be learned by looking at the breakdown and analysis of the five questions for each of the 14 desires.

*Power.* There were 68.1% of the respondents who agreed with the statement that they usually choose to sit at the head of the table in order to influence others and 44.2% agreed they usually take control in social situations. There were 52.1% respondents who disagreed with the statement that they often seek leadership roles within a group. Since over half of the respondents indicated they do not seek leadership roles within a group, these findings were surprising since leadership is a frequent way of satisfying the desire for power and powerful people like to be in charge.

*Independence.* There were 60.6% of the respondents who agreed with the statement that they enjoy getting things done by themselves without relying on others and 68.5% disagreed with the statement that independence was important to them. These findings may suggest that respondents place importance on independent volunteer work rather than in a group setting.

*Curiosity.* For the desire curiosity, 65.7% of the respondents agreed with the statement that they want to understand how things work and 61.9% agreed that they have a desire to seek knowledge. There were 61.5% of the respondents who disagreed with the statement that they like activities that require thought. These findings may suggest that although the individuals want to understand how things work they do not like activities that require thought.

*Acceptance.* There were 68.2% of the respondents who agreed with the statement that they consider themselves to be confident and 55.6% agreed that being included in a group was important to them. There were 62.5% of the respondents who disagreed with the statement that they tend to go with the group consensus, even if it conflicts with their own opinion when discrepancy occurs.

*Order.* There were 71.7% of the respondents who agreed with the statement that they set guidelines to follow and 71.6% agreed that they are more comfortable when things are put in the proper place. In terms of organization, 65.7% agreed that being organized is important to them. Since organization, planning, scheduling and setting

rules are a desire for order, these findings are not surprising due to the nature of the respondents work.

*Savings.* For the desire savings, 80.9% of the respondents agreed with the statement that they are bothered when other people are wasteful. Since this population has a strong willingness to help the less fortunate, this finding is no surprise given that there are people in need of food, money and basic essentials to live a healthy life.

*Honor.* There were 80.7% of the respondents who agreed with the statement that they feel they are held in high public esteem and 76.1% strongly agreed that high morals are important to them. There were 64.2% of the respondents who strongly agreed with the statement that honor is important to them while 61.9% strongly agreed that loyalty is important to them.

*Idealism.* For the desire idealism, 73.9% of the respondents agreed with the statement that charitable organizations are important to them while 71.3% agreed that humanitarian causes are important to them. There were 58.3% who agreed that they do not contribute regularly to the needy and 56.5% agreed that they pay attention to what is going on in their community.

*Social Contact.* For the desire social contact, 76.2% of the respondents agreed with the statement that they enjoy social activities and 72.9% who agreed that being around people makes them happy. There were 72.2% disagreed with the statement that

they enjoy meeting new people. These findings suggest that the respondents have a high desire to spend time with people; although, they have a low desire to meet new people.

*Family.* There were 73.1% of the respondents who strongly agreed with the statement that family is extremely important to them and 68.5% strongly agreed that it is important to spend time with family.

*Status.* For the desire status, 59.3% of the respondents agreed with the statement that what people think of them is not important. Since status is the basic desire for prestige and the respondents highest desires were honor and idealism, this finding could be expected.

*Vengeance.* There were 59.9% of the individuals who agreed with the statement that they are competitive. Since research indicates that competition falls under the desire for vengeance, this finding is no surprise.

*Exercise.* For the desire exercise, 57.7% of the respondents agreed that being physically fit is not important to them while 69.4% disagreed with the statement that they enjoy physical activity. There were 65.0% who disagreed with the premise that they feel better when they are physically active. Conclusions can be made that overall physical activity is not important to the respondents.

*Eating.* For the desire eating, 47.7% of the individuals agreed that they usually eat more than they should while 77.5% disagreed that proper nutrition is important to them. There were 61.3% who disagreed that they do not enjoy dining with others and 55.3% disagreed that social activities that involve eating are important to them. Almost half of the respondents usually eat more than they should, more than half do not value proper nutrition and over half do not enjoy social eating.

### *Key Incentives*

Research Question #3: What are key incentives that motivate individuals to volunteer in community leadership roles?

*Summary / conclusion .* The highest percentage for key incentives for volunteering was flexible meeting schedules (60.1%) followed by networking (46.2%). These findings are in line with the research that indicates that baby boomers are looking for volunteer leadership opportunities that will work with their schedules (Culp, 2009; Lindblom, 2001). It is important to note when respondents were asked to specify key incentives that would motivate them to volunteer in a leadership role, the top two were related to helping others (9.8%) and satisfaction (6.0%).

### *Factors that Influence*

Research Question #4: What are the factors that influence individuals seeking leadership roles in West Virginia communities?

*Summary / conclusion.* A stepwise discriminant analysis was used to predict factors that influence individuals seeking leadership roles.

*Exercise important values such as helping the less fortunate.* The stepwise analysis identified two factors that influence individuals seeking leadership roles. Based on two of the 14 motivational desires, idealism and status, the researcher can predict with 62.9% accuracy if individuals in the community development field would volunteer in order to uphold exercising important values such as helping the less fortunate. Based on these findings, volunteer organizers should develop volunteer recruitment strategies for specific volunteer jobs that provide experiences to exercise important values such as helping the less fortunate. This finding is in line with the research conducted by Havercamp & Reiss (2003), who predicted their research group would score high in the idealism desire since efforts fall under this motive. It was confirmed that the more a person was concerned for society's welfare, the more he would want to be a volunteer (Havercamp & Reiss, 2003).

*Grow and develop psychologically.* The stepwise discriminant analysis identified two factors that influence individuals seeking leadership roles. Based on honor and curiosity, two of the 14 motivational desires, the researcher can predict with 59.4% accuracy if individuals in the community development field will volunteer in order to grow and develop psychologically. This finding suggests the need for a volunteer experience that provides the individual with opportunities to grow and develop psychologically. This finding is in line with studies conducted by Reiss (2009) that

revealed that low achievement in school may be associated with motivational reasons such as lack of curiosity (low need for cognition) and lack of responsibility (low need for honor) (Reiss, 2009).

*Gain career-related experience.* The stepwise discriminant analysis identified one factor that influences individuals seeking leadership roles. Based on idealism, one of the 14 motivational desires, the researcher can predict with 53.5% accuracy if individuals in the community development field will volunteer in order to gain career-related experience. These findings contribute to the understanding that volunteer organizers should provide volunteer leaders with opportunities to gain career-related experiences.

*Strengthen my social relationship.* The stepwise discriminant analysis identified one factor that influences individuals seeking leadership roles. Based on social contact, one of the 14 motivational desires, the researcher can predict with 60.5% accuracy if individuals in the community development field will volunteer in order to strengthen their social relationships. Based on these findings, volunteer organizers should provide the volunteer leader with experiences that will allow them to develop their social relationships. These findings would support the research conducted by Farris, McKinley, Ayres, Peters & Brandy (2009), who found that 75% of their study participants perceived increased knowledge, more awareness and satisfaction and enhanced relationships as a result of volunteering on a board (McKinley, Ayres, Peters & Brady, 2009).



### *Paid vs. Non Paid Volunteers*

Research Question #5: Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?

*Summary / conclusion.* The *t*-test analysis revealed that there was a significant difference between the means of paid vs non- paid volunteers regarding desires for social contact and eating. Non paid volunteers had a higher social contact mean ( $M = 2.67$ ,  $SD = .270$ ) than those that were paid ( $M = 2.53$ ,  $SD = .331$ ). Non paid volunteers had a lower eating mean ( $M = 2.15$ ,  $SD = .413$ ) than those that were paid ( $M = 2.29$ ,  $SD = .263$ ). Both desires, social and eating, had a large effect (Cohen, 1988).

### *Relationship between Hours Volunteer and Motivation*

Research Question #6: Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?

*Summary / conclusion.* A chi-square analysis revealed a significant relationship between number of hours community leaders volunteer and gaining career related experience. Individuals who volunteered 1-3 hours per week were more likely to be motivated by the opportunity to gain career related experience. Individuals who volunteered 20 or more hours per week were less likely to be motivated by the opportunity to gain career related experience.

There is a significant relationship between the number of hours community leaders volunteer and strengthening social relationships. Individuals who volunteered 4-7 hours per week were more likely to be motivated by strengthening social relationships.

Individuals who volunteered 16-19 hour per week were less likely to be motivated by strengthening social relationships.

These findings may suggest that respondents were willing to put in a little volunteer time (1-3 hours per week) for career related experience and for strengthening social relationships (4-7 hours per week), but not a lot. Thus, they may not be gaining the amount of career related and social experience they desire. This conclusion is in line with The Herzberg Theory regarding dissatisfiers. The Herzberg Theory states that those factors that most often contribute to the satisfaction of individuals are also, if absent, most often the cause for dissatisfaction (Medved, 1982).

#### *Differences in Motivational Desires among Key Demographics*

Research Questions #7: Do motivational desires differ among key demographics including gender, age and educational level?

##### *Summary / conclusion.*

*Gender.* The *t*-test revealed that there was a significant difference between the means of the motivational desires of power and gender, and vengeance and gender. For power, the mean for females ( $M = 2.38$ ,  $SD = .290$ ) was greater than the mean for males ( $M = 2.30$ ,  $SD = .310$ ). This could explain the push for women to be seen as an equal in the workforce. The mean for vengeance was lower for females ( $M = 2.20$ ,  $SD = .417$ ) than the mean for males ( $M = 2.35$ ,  $SD = .399$ ) for vengeance. Reiss (2000) concluded that there is a tendency for men to be more vengeful than women. Both desires exhibited a large effect (Cohen, 1988).

*Age.* The ANOVA revealed that there was a significant difference between the means of age and the motivational desire of social contact. The means were lower ( $M = 2.55$ ,  $SD = .279$ ) in those who were born between the years 1922-1945 than those who were born between 1946-1964 ( $M = 2.66$ ,  $SD = .301$ ). This finding supports the research that baby boomers (born between 1946-1964) are interested in being more social. The means were lower in those who were born between the years 1922-1945 ( $M = 2.55$ ,  $SD = .279$ ) than those who were born between 1981-1993 ( $M = 2.78$ ,  $SD = .249$ ). This finding is in line with Hayghe (1991), who found that rates of volunteerism were correlated because individuals who were 35-44 years old volunteered more than those older or younger.

*Educational Level.* The ANOVA revealed that there was a significant difference between the means of the motivational desires of power and vengeance and educational level.

In terms of power, the post hoc analysis indicates that the mean of individuals with some college education ( $M = 2.34$ ,  $SD = .292$ ) was greater than the mean of individuals with a master's degree ( $M = 2.23$ ,  $SD = .312$ ). The mean of individuals with a bachelor degree ( $M = 2.39$ ,  $SD = .313$ ) was greater than individuals with a master's degree ( $M = 2.23$ ,  $SD = .312$ ) and the mean of individuals with a bachelor degree ( $M = 2.39$ ,  $SD = .313$ ) was greater than individuals with a doctorate degree ( $M = 2.18$ ,  $SD = .233$ ). In terms of vengeance, the mean of individuals with a high school degree ( $M = 2.24$ ,  $SD = .409$ ) was less than the mean of individuals with a master's degree ( $M = 2.41$ ,  $SD = .397$ ), the mean of individuals with some college ( $M = 2.34$ ,  $SD = .409$ ) was greater

than the mean of individuals with an associate degree ( $M = 2.14$ ,  $SD = .443$ ), the mean of individuals with an associate degree ( $M = 2.14$ ,  $SD = .443$ ) was less than the mean of individuals with a master's degree ( $M = 2.41$ ,  $SD = .397$ ) and the mean of individuals with a master's degree ( $M = 2.41$ ,  $SD = .397$ ) was greater than the mean of individuals with a doctorate degree ( $M = 2.10$ ,  $SD = .405$ ). Conclusions can be made that respondents with bachelor degrees have a higher desire for power and would be a good fit for volunteering in a community leader role.

## **Recommendations**

The findings of this study create new challenges in the areas of volunteer recruitment, placement and retention. Understanding motivational desires to volunteer will shape the community development field that will create more effective volunteer recruitment, placement and retention; ultimately leading to stronger communities and quality of life. Based on the findings of this study, the following recommendations were suggested by the researcher:

- The information identified in this study should be appropriately communicated to groups and individuals such as all West Virginia University Extension Service units and community development professionals.
- Design a volunteer assessment tool to gauge volunteer expectations such as amount of volunteer hours per week, day and time available, expertise/interest area, etc. The research findings that support this recommendation include the respondents top two reasons why they think individuals do not volunteer their age that were time requirements (90%) and demands of job (59.1%). Other findings

that lead to this recommendation include influences to volunteer that were friends (64%), family (55.9%) and church (49.7%) as well as key incentives that include flexible meeting schedules (60.1%) and networking (46.2%). Finally, the consideration of motivational desires to volunteer will help volunteer organizers understand a good job fit for the volunteer. Honor (3.03) had the highest mean followed by idealism (2.96). Having a tool that will identify volunteer expectations, needs, interests, expertise area and desires will help better recruit individuals and provide a good volunteer job fit.

- Develop a training program for potential volunteers:
  - Include a competitive component since 59.9% indicated they are competitive.
  - Include a community education component since 73.4% wish to learn more about their community and 61.9% have a desire to seek knowledge.
  - Incorporate a component that will allow the individual to exercise important morals since 76.1% indicated high morals are important to them.
  - Identify a good fit for the volunteer and the organization based on the volunteer's skills and interests (Culp, 2009; Lindblom, 2001).
  - Design a recruitment and advertisement strategy that relates to the volunteer job and will target a high "desire" for that job. Culp, 2009, indicated the importance of tailoring community leadership recruitment strategies to particular volunteer groups.
  - Include a networking component since 46.2% indicated networking was a key incentive to volunteer.

- Include a component that will highlight an opportunity for career-related experience since individuals that have a high idealism desire are more motivated to volunteer for the reason of gaining career-related experience.
- Include a component that will offer social contact since 76.2% of the respondents enjoy social activities and 72.9% are happy when they are around people.
- Develop a volunteer mentoring program so that the volunteer has an opportunity to develop a relationship and receive guidance. This recommendation supports the finding that indicates strengthening social relationships is a motivator to volunteer.
- Develop a volunteerism training program for agencies and organizations that includes the following:
  - Create a job description that will set clear expectations for the volunteer job. This will help ensure a good fit for the volunteer and avoid misunderstandings about the volunteer job.
  - Target individuals with bachelor degrees and/or baby boomer population. The findings suggest respondents with bachelor degrees have a higher desire for power and would be a good fit for volunteering in a community leader role and 52.8% of the population was baby boomers.
  - Highlight importance of assessing desire & strength utilizing an assessment tool since there were significant findings related to identifying the desires of the volunteers and motivational predictions.

- Communicate importance of flexible meeting schedule since 60.1% indicated flexible meeting schedule was a key incentive to volunteer.
- Create networking and social opportunities since 46.2% indicated networking was a key incentive to volunteer and 76.2% enjoy social activities.
- Incorporate experiences to learn about the community since 73.4% indicated they wish to learn more about their community.
- Incorporate experiences that will be career and family related since 65% work full time and 73.1% indicated family is extremely important to them.
- Cover recruitment strategies based on job description and research predictions.
- Develop a workplace campaign that would be driven from top management support to encourage employee volunteer participation. Include an incentive for paid time off or flexible working hours for volunteer work. This recommendation is based from the findings that include 65% work full time. In addition, time requirements (90.2%) and demands of job (59.1%) were reasons participants think people their age do not volunteer. Furthermore, when participants were asked what influences them to volunteer, the workplace was not among their top choices.

In addition to the recommendations above, several possible research studies have been identified that may contribute additional data to the research on what motivates individuals to volunteer. These suggestions for further studies are as follows:

- A study that investigates motivational factors that influence non-government individuals to volunteer in rural communities.

- A study with individuals that have not volunteered in their community to determine why they have not volunteered.
- A study with non-government population to investigate high desire and educational level.
- A study that investigates the connection between motivational desire and preference for volunteer activities. For instance, government volunteers have high desire for power and career related advancement is important to them.
- A study with high school age students to identify the interest and experience of community volunteerism.



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## APPENDICES

## APPENDIX A

### Questionnaire



**Community Leadership Motivation:  
Factors that Influence Individuals Seeking Leadership Roles in  
West Virginia Communities**



**Kelly Nix  
Doctoral Student  
Human and Community Development  
Davis College of Agriculture, Natural Resources & Design  
West Virginia University  
Morgantown, WV 26506**

**2011**

## Community Leadership Motivation

**Instructions:** Using the following Likert scale, indicate your level of agreement with each of the following statements. Indicate your opinion by circling the letters that best correspond to your response: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I do not spend a lot of time in social activities.	SA	A	D	SD
2. High morals are important to me.	SA	A	D	SD
3. I usually eat more than I should.	SA	A	D	SD
4. I buy things to impress other people.	SA	A	D	SD
5. I have no trouble throwing things away.	SA	A	D	SD
6. I do not consider myself aggressive.	SA	A	D	SD
7. I feel uncomfortable working in a team situation.	SA	A	D	SD
8. I believe a parent should stay home and raise their own children instead of working.	SA	A	D	SD
9. What people think of me is not important.	SA	A	D	SD
10. I have trouble controlling my temper.	SA	A	D	SD
11. I am “tight” with my money.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
12. Honor is not important to me.	SA	A	D	SD
13. I typically do not make a list to plan what I am going to do.	SA	A	D	SD
14. Being around people makes me happy.	SA	A	D	SD
15. Participating in a physical activity is important to me.	SA	A	D	SD
16. Personal wealth is important to me.	SA	A	D	SD
17. I enjoy meeting new people.	SA	A	D	SD
18. Proper nutrition is important to me.	SA	A	D	SD
19. I am more comfortable when things are put in the proper place.	SA	A	D	SD
20. Loyalty is important to me.	SA	A	D	SD
21. It is important to spend time with my family.	SA	A	D	SD
22. I am competitive.	SA	A	D	SD
23. I rarely exercise.	SA	A	D	SD
24. I enjoy physical activity.	SA	A	D	SD
25. I have always struggled with my weight.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
26. Family is extremely important to me.	SA	A	D	SD
27. I consider myself highly ambitious compared to other people in my age group.	SA	A	D	SD
28. I usually keep my opinion to myself.	SA	A	D	SD
29. I have a desire to seek knowledge.	SA	A	D	SD
30. I usually choose to sit at the head of the table in order to influence others.	SA	A	D	SD
31. I do not enjoy collecting things.	SA	A	D	SD
32. When a discrepancy occurs, I tend to go with the group consensus even if it conflicts with my own opinion.	SA	A	D	SD
33. Having a disorganized environment does not bother me.	SA	A	D	SD
34. I rarely spend time alone.	SA	A	D	SD
35. Being included in a group is important to me.	SA	A	D	SD
36. I enjoy getting things done by myself without relying on others.	SA	A	D	SD
37. I enjoy my family gatherings.	SA	A	D	SD
38. I am open to advice from others.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
39. Being organized is important to me.	SA	A	D	SD
40. I want to understand how things work.	SA	A	D	SD
41. I want to know the facts.	SA	A	D	SD
42. When I am offended, I remain calm in dealing with my emotions.	SA	A	D	SD
43. I find it easy to forgive people.	SA	A	D	SD
44. Independence is important to me.	SA	A	D	SD
45. I consider myself to be confident.	SA	A	D	SD
46. I save most everything.	SA	A	D	SD
47. I feel I am held in high public esteem.	SA	A	D	SD
48. I am bothered when other people are wasteful.	SA	A	D	SD
49. I believe in doing the right thing.	SA	A	D	SD
50. I set guidelines to follow.	SA	A	D	SD
51. I feel I am more dedicated to my spouse/partner compared to other people my age.	SA	A	D	SD
52. I usually take control in social situations with people my age.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
53. I pay attention to what is going on in my community.	SA	A	D	SD
54. I have difficulty accepting criticism.	SA	A	D	SD
55. I do not enjoy spending time with children.	SA	A	D	SD
56. I enjoy social activities.	SA	A	D	SD
57. I rarely volunteer for community-service organizations.	SA	A	D	SD
58. When I am physically active, I feel better.	SA	A	D	SD
59. I do not contribute to the needy.	SA	A	D	SD
60. I dislike activities that require thought.	SA	A	D	SD
61. I ask fewer questions compared to others.	SA	A	D	SD
62. I rarely seek leadership roles within a group.	SA	A	D	SD
63. I do not enjoy dining with others.	SA	A	D	SD
64. I prefer working with others.	SA	A	D	SD
65. Being physically fit is not important to me.	SA	A	D	SD
66. It is not important to me to have the most expensive things.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
67. Social activities that involve eating are important to me.	SA	A	D	SD
68. Charitable organizations are important to me.	SA	A	D	SD
69. Humanitarian causes are important to me.	SA	A	D	SD
70. Membership in prestigious clubs/organizations is important to me.	SA	A	D	SD

71. What motivational factors drive you to volunteer in a leadership role? (***Please check all that apply.***)

- ☐ a. Exercise important values, such as helping the less fortunate.
- ☐ b. Learn more about my community.
- ☐ c. Grow and develop psychologically.
- ☐ d. Gain career-related experience.
- ☐ e. Strengthen my social relationships.
- ☐ f. Reduce negative feelings, such as guilt.
- ☐ g. Other (please specify) \_\_\_\_\_
- ☐ h. Other (please specify) \_\_\_\_\_

72. In my opinion, people my age do NOT volunteer to take on leadership roles in communities because of \_\_\_\_\_. (***Please check all that apply.***)

- ☐ a. Low or no salary
- ☐ b. Time requirements
- ☐ c. Lack of knowledge and/or skills
- ☐ d. Poor health
- ☐ e. Demands of job
- ☐ f. Lack of support from your employer
- ☐ g. Other (please specify) \_\_\_\_\_
- ☐ h. Other (please specify) \_\_\_\_\_

73. What are the key incentives that would motivate you to volunteer in a leadership role?  
(*Please check all that apply*).
- ☐ a. Recognition
  - ☐ b. Reimbursement for food and travel
  - ☐ c. Flexible meeting schedule
  - ☐ d. Training opportunities
  - ☐ e. Continued education for credit
  - ☐ f. Continued training opportunities
  - ☐ g. Paid for volunteer work
  - ☐ h. Networking
  - ☐ i. Other (please specify \_\_\_\_\_)
74. In which of the following activities and/or groups have you been involved in a volunteer leadership role? (*Please check all that apply*).
- ☐ a. Fundraisers
  - ☐ b. Community service projects
  - ☐ c. Civic groups
  - ☐ d. 4-H Leader
  - ☐ e. Community Educational Outreach Service (CEOS)
  - ☐ f. FFA
  - ☐ g. College sorority or fraternity
  - ☐ h. Church
  - ☐ i. Government
  - ☐ j. Boy Scouts
  - ☐ k. Girl Scouts
  - ☐ l. Business
  - ☐ m. Other (please specify \_\_\_\_\_)
75. What were the most significant influences that affected your decision to seek a volunteer leadership role in your community? (*Please check all that apply*).
- ☐ a. 4-H involvement
  - ☐ b. Community Educational Outreach Service (CEOS) involvement
  - ☐ c. FFA involvement
  - ☐ d. Friends
  - ☐ e. Family
  - ☐ f. Other people in the community development profession
  - ☐ g. University faculty
  - ☐ h. Mentor
  - ☐ i. Civic organizations
  - ☐ j. Church



- ☐ k. Boy Scouts
- ☐ l. Girl Scouts
- ☐ m. Business
- ☐ n. Other (please specify \_\_\_\_\_)

76. What is your gender?

- ☐ a. Male
- ☐ b. Female

77. Which best describes the year you were born?

- ☐ a. 1922-1945
- ☐ b. 1946-1964
- ☐ c. 1965-1980
- ☐ d. 1981-1993

78. What is your race (check only one)?

- ☐ a. American Indian or Alaska Native
- ☐ b. Asian
- ☐ c. Black or African American
- ☐ d. Native Hawaiian or Other Pacific Islander
- ☐ e. White
- ☐ f. Other (Please specify \_\_\_\_\_)

79. What is your ethnicity (check only one)?

- ☐ a. Hispanic
- ☐ b. Non-Hispanic

80. Have you had any previous training in developing leadership skills?

- ☐ a. No
- ☐ b. Yes (please specify)

\_\_\_\_\_

81. Are you currently volunteering in a leadership role in your community?

- ☐ a. No (proceed to question 86)
- ☐ b. Yes (please specify)

\_\_\_\_\_

82. On average, how many hours do you volunteer a week?

- ☐ a. 1-3 hours per week
- ☐ b. 4-7 hours per week
- ☐ c. 8-11 hours per week
- ☐ d. 12-15 hours per week
- ☐ e. 16-19 hours per week
- ☐ f. 20 or more hours per week
- ☐ g. None

83. How many organizations do you volunteer for throughout the year?

- ☐ a. 5 or more organization
- ☐ b. 2-4 organizations
- ☐ c. 1 organization
- ☐ d. None

84. In your primary volunteer leadership role, what best describes you?

- ☐ a. Elected
- ☐ b. Appointed
- ☐ c. Volunteered
- ☐ d. Other (please specify) \_\_\_\_\_

85. Are you a paid volunteer?

- ☐ a. No
- ☐ b. Yes

86. What is your highest educational level?

- ☐ a. Less than high school
- ☐ b. Some high school
- ☐ c. High School Graduate or Equivalent (GED)
- ☐ d. Some College but no degree
- ☐ e. Associate Degree (Academic, Vocational or Technical)
- ☐ f. Bachelor Degree (B.S., B.A. etc.)
- ☐ g. Masters Degree (M.S., M.A.)
- ☐ h. Doctoral Degree ( EdD., PhD)
- ☐ i. Other (Please specify \_\_\_\_\_)

87. What is your current work status (select the best option)?

- ☐ a. Full time
- ☐ b. Part time
- ☐ c. Self Employed
- ☐ d. Retired
- ☐ e. Student
- ☐ f. Other

88. How would you describe your place of residence?

- ☐ a. **Farm** (persons living in rural territory on places from which \$1,000 or more of agricultural products were sold, or normally would have been sold, in the reporting year.)
- ☐ b. **Rural/Non Farm** (persons who live in towns under 10,000 population in rural non-farm and open country situations not reported as farm in above definition.)
- ☐ c. **Towns and cities** with population of 10,000 and up to 50,000, and their suburbs.
- ☐ d. **Suburbs** of cities over 50,000
- ☐ e. **Central cities** over 50,000

89. How would you describe the primary location where you volunteer in a leadership role?

- ☐ a. **Farm** (persons living in rural territory on places from which \$1,000 or more of agricultural products were sold, or normally would have been sold, in the reporting year.)
- ☐ b. **Rural/Non Farm** (persons who live in towns under 10,000 population in rural non-farm and open country situations not reported as farm in above definition.)
- ☐ c. **Towns and cities** with population of 10,000 and up to 50,000, and their suburbs.
- ☐ d. **Suburbs** of cities over 50,000
- ☐ e. **Central cities** over 50,000

**Other Comments:**

*Thank you for participating in this survey!*

*Your input is very valuable.*

Kelly Nix  
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[Kelly.Nix@mail.wvu.edu](mailto:Kelly.Nix@mail.wvu.edu)

## APPENDIX B

### Pre Card



I am Kelly Nix, a doctoral student in Human and Community Development at West Virginia University. In a few days you will receive a questionnaire in the mail on the experiences of community leaders and what motivates them to seek leadership roles in communities.

I am writing in advance because we have found many people like to know ahead of time that they will be contacted. This study is an important one that will help WVU Extension Service and Community Organizations understand how to recruit and develop community leaders. Once you receive, please take a few minutes of your valuable time, complete the survey, and return it in the stamped self-addressed envelope.

WVU's Institutional Review Board (IRB) acknowledgment is on file.

Thank you for your time and consideration. It's only with the generous help of people like you that our research can be successful.

## APPENDIX C

### Cover Letter

April 11, 2011

Dear \_\_\_\_\_ (community member):

Community leaders are the backbone of this nation. Without individuals such as you our communities in West Virginia would not survive. With strong leadership, communities are able to overcome obstacles that stand in the way of community development. I am writing to ask your help in a research study with other community development leaders.

I am Kelly Nix, a doctoral student in Human and Community Development at West Virginia University. I am also an Assistant Professor in Extension Service, Community Economic and Workforce Development. Under the direction of my advisor, Dr. Harry Boone, I am conducting a research study to determine what motivates individuals to seek leadership roles in communities. The results of this study will be used to prepare a dissertation to partially fulfill the requirements for a Doctor of Philosophy degree in Human and Community Development.

We are contacting members from the West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council for this study. The results will provide insight for many groups of people, including the Extension service and community organizations. The results will be used to develop valuable community leadership recruitment and development training programs for community organizations. Please take a few moments and share your opinions with us.

Participation in this research study is voluntary and will take approximately eight minutes of your time. All information you provide will be held as confidential as possible. You may skip any question you are not comfortable answering. Survey results will be reported in a summary format and individual responses will not be identifiable. You will notice a code number at the top left of the return envelope. This code will be used to identify non-respondents for follow-up purposes and will be destroyed before the data are analyzed.

The Institutional Review Board (IRB) at West Virginia University has approved this study. Regardless of whether you choose to participate, please let me know if you would like a summary of the findings. If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me at [Kelly.Nix@mail.wvu.edu](mailto:Kelly.Nix@mail.wvu.edu) or 304-293-8680.

We thank you in advance for your participation in the study. The enclosed tea bag is a token of our appreciation. Put the kettle on and enjoy a relaxing cup of tea on us! We sincerely appreciate your time and effort in this project. Please place your completed survey in the enclosed postage-paid self-addressed return envelope by April 29, 2011.

Sincerely,

L. Kelly Nix, Doctoral Student  
Assistant Professor  
Extension Service

Harry N. Boone, Jr., Ph.D.  
Associate Professor and Chair  
Agricultural and Extension  
Education



## APPENDIX D

### Follow Up Postcard



Last week a survey seeking your opinions about what motivates individuals to attain leadership roles was mailed to you.

If you have already completed and returned the survey to us, please accept our sincere thanks. If not, please do so today. We are especially grateful for your help because it is only by asking people like you to share your personal opinions that we can understand what motivates community leaders. WVU's Institutional Review Board (IRB) acknowledgment is on file.

If you did not receive a survey, or if it was misplaced, please call 304.293.8680 or email [Kelly.Nix@mail.wvu.edu](mailto:Kelly.Nix@mail.wvu.edu) and we will get another one in the mail to you immediately.

## APPENDIX E

### Follow Up Letter

April \_\_, 2011

Dear \_\_\_\_\_ (community member):

During the last two months we have sent you several mailings about an important research study we are conducting. Its purpose is to help us understand what motivates individuals to become leaders in communities. The study is drawing to a close, and this is the last contact that will be made with you. We are sending this final contact by priority mail because of our concern that people who have not responded may have had different opinions than those who have responded. Hearing from everyone in our small statewide research population helps assure that the survey results are as accurate as possible. I am writing to ask your help in a research study with other community development leaders.

I am Kelly Nix, a doctoral student in Human and Community Development at West Virginia University. I am also an Assistant Professor in Extension Service, Community Economic and Workforce Development. Under the direction of my advisor, Dr. Harry Boone, I am conducting a research study to determine what motivates individuals to seek leadership roles in communities. The results of this study will be used to prepare a dissertation to partially fulfill the requirements for a Doctor of Philosophy degree in Human and Community Development.

We are contacting members from the West Virginia Regional Planning and Development Council and the West Virginia Economic Development Council for this study. The results will provide insight for many groups of people, including the Extension service and community organizations. The results will be used to develop valuable community leadership recruitment and development training programs for community organizations. Please take a few moments and share your opinions with us.

Participation in this research study is voluntary and will take approximately eight minutes of your time. All information you provide will be held as confidential as possible. You may skip any question you are not comfortable answering. Survey results will be reported in a summary format and individual responses will not be identifiable. You will notice a code number at the top left of the return envelope. This code will be used to identify non-respondents for follow-up purposes and will be destroyed before the data are analyzed.

The Institutional Review Board (IRB) at West Virginia University has approved this study. Regardless of whether you choose to participate, please let me know if you would like a summary of the findings. If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me at [Kelly.Nix@mail.wvu.edu](mailto:Kelly.Nix@mail.wvu.edu) or 304-293-8680.

We thank you in advance for your participation in the study. We sincerely appreciate your time and effort in this project. Please place your completed survey in the enclosed postage-paid self-addressed return envelope by \_\_\_\_\_, 2011.

Sincerely,

L. Kelly Nix, Doctoral Student  
Assistant Professor  
Extension Service

Harry N. Boone, Jr., Ph.D.  
Associate Professor and Chair  
Agricultural and Extension Education

## APPENDIX F

### Final Postcard



During the last two months we have sent you several mailings about an important research study we are conducting. Its purpose is to help us understand what motivates individuals to become leaders in communities.

The study is drawing to a close, and this is the last contact that will be made with you. Hearing from everyone helps assure that the survey results are as accurate as possible.

We want to assure you that your response to this study is voluntary and results will remain confidential. WVU's Institutional Review Board (IRB) acknowledgment is on file.

Finally, we appreciate your willingness to consider our request as we conclude this effort to better understand community leadership motives.

## APPENDIX G

### Participant Comments

*Question 71 G (other) - What motivational factors drive you to volunteer in a leadership role?*

- A call to serve
- Belief that I have something to offer to the community
- Believing in the goal/mission of the organization or project
- by other's requests
- Can improve the situation
- Challenge
- Children
- Church
- Community Development / Growth
- Excitement of challenge to do "good" for community
- For personal growth and civic duty
- Get a job done
- Give back to the community (to leave it better than I found it)
- Giving back and helping people in our community
- Help my city prosper.
- Help my community to grow.
- Helping the town recover from business leaving
- Helping with a definite need
- Hope to positively influence others
- I have something to contribute
- If organization is one I believe in.
- If you can contribute, do it.
- Improving Community
- Just enjoy giving and not receiving
- Lead not follow
- Make a contribution to the community
- Make a difference
- Make feel good about helping people
- Need for expertise or skills I possess
- No one else doing it
- No one else willing
- Opportunity to contribute time & knowledge to organization or project
- Past Experiences
- Provide example to my children
- See results positively in my community
- Share experience
- To do good work



- To get things done! To better our community and our lives.
- Treating everyone fairly
- When I feel strongly about it and it is a need

*Question 71 H (other) - What motivational factors drive you to volunteer in a leadership role?*

- Affect change when necessary
- Help be a role model to youth.
- Improving quality of life
- Making life better for others
- Poor people
- Standing up on important moral issues

*Question 72 G (other) – In my opinion, people my age do NOT volunteer to take on leadership roles in communities because of \_\_\_\_\_.*

- Age
- Already done it
- Apathy
- Apathy
- Apathy
- Apathy
- Apathy
- Associated responsibilities
- At my age (70), people have lost interest
- Complacency
- Disconnected
- Disinterest
- Disinterest
- Do not think they can make a difference
- Family
- Family Commitments (Kids, Grandkids)
- Family Needs
- Family Obligations/Children
- Feeling appreciated
- Haven't been asked
- Just will not volunteer
- Lack of Commitment
- Lack of confidence

- Lack of interest
- Lack of interest
- Lack of interest
- Lack of positive reinforcement
- Money & Time
- Negative media about activities
- No sense of wanting to "give back".
- Not Asked
- Not physically able
- Self-centered
- Their parents did not volunteer
- They aren't asked
- They aren't asked directly
- They don't care
- They lack confidence in their ability even though they are well qualified
- Time Constraints

*Question 72 H (other) - In my opinion, people my age do NOT volunteer to take on leadership roles in communities because of \_\_\_\_\_.*

- going back out to meetings, time & travel after coming home from work
- Let someone else do it.
- Negative vibes
- No feeling of Obligation

*Question 73 I (other) – What are the key incentives that would motivate you to volunteer in a leadership role?*

- A job that has to be done instead of talked about.
- Adequate Time
- Be better at my job
- Being a good citizen
- Being Needed
- Call to serve
- Chance to make a difference
- Civic responsibility
- Community good, self-betterment
- Community Need
- Contributing to something meaningful to my heart
- Contribution to a cause important to me and/or my community

- Depends on the work - whether I agree/believe in the "cause".
- Enjoy sharing my expertise with others who are not experienced but need the guidance I provide
- Family requirements keep me from
- Feel good about doing it
- Help my community
- Help Others
- Helping others
- Helping Others
- Helping the cause
- Helping the less fortunate
- Helping with a definite need and making life better for others
- I love projects. Attainable ones!
- If I felt the group needed guidance
- If organization has standards/I have abilities and/or connections that could help. Have time.
- If you can contribute, do it. It's your town/family.
- Interest in what the organization does
- It is the right thing to do.
- Just a simple thank you!
- Legacy projects, that enhance quality of life for next generation
- Like to help others
- Make a difference, affecting a change when necessary
- Making a difference
- Making a difference
- Making a difference
- Making a difference
- More time
- Need
- Need
- Need for cause
- Need for Worthwhile Activities
- Networking and service to others
- Obligation
- Opportunities for helping people
- Opportunity to accomplish something not just go to meetings and talk about it.
- Other's won't
- Pay it forward - give someone an opportunity
- Personal Growth. A cause that is important to me.
- Personal interest in the organization
- Personal Satisfaction

- Positive outcome
- Quality of work to be done. Other persons involved.
- Satisfaction of Serving
- Self Fulfillment
- Self Fulfillment
- Self Satisfaction
- Sense of purpose
- Sense of Well-Being
- The chance to truly have a positive effect.
- The right thing to do
- Time is of value to the community
- To belong to something
- To do good work for its own benefit
- To help my community
- To help others
- To make a difference
- To make good changes, in places & with people, to teach others. To help those who need help & encourage them in life.
- To step forward, when no-one else does! On important issues.
- Want to see a task completed
- Worthwhile Cause
- Worthwhile goals
- Worthy cause

*Question 74 M (other) – In which of the following activities and/or groups have you been involved in a volunteer leadership role?*

- American Heart Association, Tennis League, Humane Society
- Baseball coach, volunteer driver
- Cancer Awareness
- Chambers of Commerce
- Children's sports teams/leagues
- Christian-based organizations (ex. Gideon's, Samaritan's Purse)
- Coach
- Coach and manage little & senior league baseball
- Coaching children's sports
- Coaching Kids
- Collegiate Sports
- Community Boards
- Community Development

- Cultural arts
- Economic Development
- Education
- Fraternal Organizations
- Habitat for Humanity
- Historic Preservation, Tourism, Scholarship fundraising organizations, domestic violence awareness, beautification & garden clubs and more
- Hospital Trustee
- Infrastructure, Implementation
- Mentor
- Mentoring Students
- NAACP
- Neighborhood Association
- Non Profits
- Professional group
- PTO President
- Riverfront Development, Wheeling Health Right, Open Door Ministry Food Kitchen.
- Rotary, Chamber of Commerce
- Rotary, Rail-trail groups
- School
- Senior Services
- Sports
- Sports Program
- Sports Program
- Strategic Planning
- Volunteer Fire /EMS
- Volunteer Fire Dept.
- Volunteer fire dept.
- WVU Extension Service & Non-Profit Daycare
- Youth Coach
- Youth Sports Leagues

*Question 75 N (other) – What were the most significant influences that affected your decision to seek a volunteer leadership role in your community?*

- A specific need
- Area of personal interest to me
- Because I feel I can fulfill need

- Betterment of Community
- Call to serve
- Civic Duty
- Community Improvement
- Community Issues
- Community need, could make a difference
- Death of mother and former mayor
- Employer Encouragement
- High School & College. Grandmother family influence, doing good, being good
- I did not like the way the job was being done and knew I could do better.
- I enjoy it.
- I felt needed & that I could assist
- Leadership by example
- My abilities. Have time.
- My Dad was a coach. The team is everything!
- Need
- Need to help low income persons and my experiences as a public school teacher. Serving as a role model.
- No one else doing it
- On one else to do it
- Opportunity to help community develop
- Opportunity to help others
- Other residents giving up on helping the community and others.
- Parents
- Personal. Wanting to improve quality of life in our community.
- Pressing needs of the community.
- Problem solving
- Provide a role model to young people
- Saw a need & acted on making things happen for good.
- School
- Sports activities for kids
- The "need" for which I was volunteering
- The desire to make my community a better place to live
- The job that I had years ago-As a community organization
- the need in the community
- Wanted to save town charters
- When one isn't a Warren Buffet or Bill Gates, one must give time, self, and effort instead

*Question 78 F (other) – What is your race?*

- Don't know
- German/Irish Descendant
- Greek
- What's the difference

*Question 80 B (Yes, please specify) – Have you had any previous training in development leadership skills?*

- 1) College course in leadership thru ext. service at WVU 2) Brushy Fork Academy, Berea, KY
- 30 years U.S. Navy
- 35 yrs + in FD, EMS
- 4-H, College
- A couple of seminars on leadership years ago
- Alexander Hamilton Exec Management, Dimensional Appraisal Training, WVU
- Americorp Vista
- Another Company I worked for
- Athletics, School
- Attended many leadership training classes
- Bank & Brokerage Training
- Blueprint Community, Community Development Council, Many other trainings
- Books, too many to list (coaching, mentoring, managing by Mick; Holliday, College Class.
- BSA
- Business Seminars
- CDI East, Brushy Fork Institute, Pursuing MA in Leadership
- CDI, EDF, Numerous Courses
- CDI, Political Leadership Training, County Commissioners Training, Coaches Clinic
- CEOS, City government
- Chairman of CLA Board Development - Training - Small Group Coaching
- Chamber of commerce & simply by being involved
- Chicago Director Training
- Circuit Clerk for County for 30 yrs.
- Classes
- Classes, Seminars, Workshops, etc.
- CLE's

- College
- College & CEU's
- College Courses
- College Courses
- College Courses, Facilitation Course, State Gov't Training
- College, Government
- College, High school programs
- College, professional organizations, trainings
- Communication, leadership conferences
- Confidence within my profession
- County Commissioner
- County Commissioner Training
- Cultures & Value Training, Leadership & Workforce Management, Cultural Assessment Team, Managing Eco. Dev. Organizations.
- Dale Carnegie
- DDI
- Dept Manager for Tenneco Corp.
- Div. Director - Army Corps of Engineers
- Earned an MBA
- Economic Development Courses
- Education
- Education
- Experience
- FFA and College
- FFA Officer, Fraternity President
- Graduate classes in education and business
- Graduate Classes; trainings
- Graduate School
- Have attended numerous leadership and mgmt. seminars and conferences over the years
- Henry Toll Fellowship/leadership at Council of state Gov.
- High School clubs/groups Pres; V Pres; Sec/Treas
- High School Principal, Supt. Of School, Supt of Sunday School, Board of Multi-Cap - Others
- I.E.D.C, S.E.D.C., W.V.E.D.C., Leadership WV
- In my previous jobs
- Inadequate Instructors
- Leadership classes
- Leadership Classes
- Leadership Jefferson participant
- Leadership Kan. Valley



- Leadership Plenty
- Leadership Seminars
- Leadership Training Programs
- Leadership WV
- Leadership WV
- Leadership WV
- Leadership WV & Leadership Charleston
- Leadership WV & Leadership Classes in previous employment
- Leadership WV among others
- Leadership WV Class of 2005
- Leadership WV, Scouts, Civic, Government
- LGLA, Leadership Lewis
- Life Experiences & Training through job
- Local Gov. Leadership Academy
- Local leadership programs, college courses, professional development training
- Long career
- Many Fellowships, Higher education, Leadership
- Many training courses over the years, in various community agencies.
- Many workshops & conferences
- Marines 10 yrs
- Masters
- MBA
- Mgt. training, Boards of Director Training
- Military
- Military
- Military - Professional Military Education
- Military & Police
- MPA
- MS Education
- Multiple Opportunities
- Municipality Training & Leadership Seminars
- Navy
- Numerous
- Numerous Non-Profit and Private Employers
- Numerous Programs
- Numerous Seminars
- Number of leadership courses and workshops over last 20 years
- OJT
- On job training
- Operated Poultry Production Plant for 43 years

- Organizational Leadership
- Organizational Behavior & Management BS in Management
- Owned my own business for 21 years
- Personal Mastery
- Practical Application
- Professional continuing education, Church
- ROTC - Capt US Army
- ROTC, Pol. Sci. Courses
- Sales training, military school
- Seminars at work
- Seminars, etc.
- State Legislature
- Teacher training, Total Quality Management, and others
- Teacher, Legislator, County Commission, Student Gov., College & Leadership Camp
- Teaching School
- Through my job
- Through work
- Through work
- To many to list
- Too many to name
- Training seminars
- Training sessions through economic development groups
- United Way
- University Pitt Katz School
- US Air force 21 years, city government (Mayor)
- US Army Coach/Teacher
- Various classes & seminars
- Various corp. sponsored programs
- Various courses
- Various groups including Leadership WV, Special training through my office
- Various Leadership Training Classes & Seminars
- Various Seminars, Leadership WV
- Work related seminars
- Work Related Seminars
- Workshops
- Workshops
- WV Government Leadership Academy
- WV Leadership Conferences
- WV Local Government Academy

- WVU
- WVU Local Gov. Leadership Academy
- WVU Local Gov't Leadership Academy
- Years of experience working with others
- Yes. Through work group leadership

*Question 81 B (Yes, please specify) – Are you currently volunteering in a leadership role in your community?*

- "Gunville Street Gang" Co-Chair - EDA Board Member
- 10+ Boards & church
- 3 boards & other group involvements
- 42 groups in the county
- American Legion; State Association; County CVB
- As Mayor
- BHJ Transportation
- Bldg Commission, Dev. Auth Bd.
- Board and Committees of numerous civic and Government Organizations
- Board member, Fundraiser, Volunteer
- Board of Director member of a non profit
- Board of Directors
- Board of local Humane Society, Captain of tennis team
- Board of Parks committee
- Board of trustee Weirton Medical Center, BHJ executive committee Steub. Ohio, Port Authority Weirton
- Boards of Directors
- Business Development Corporation, Northern Workforce Investment Board
- CASA Volunteer
- Cemetery Board, CVB Board, Lions Club Board, Forman Planning Commission Chairman
- Chair - PCH Foundation Board. Chair Pace Board. Board - New River community & tech College. President - Mercer County CVB Board. Vice Chair - Southern West Virginia CVB. Vice Chair - WV Extension Service for Mercer County
- Chair of Regional Council of Government
- Chair of Youth Programs and Coaching Some!
- Chairman of Planning & Dev. Council for Reg. II
- Chairperson of Region Board
- Chairperson, Director, Officer, Four Different Organizations
- Chair-Region VIII

- Chamber Board Chairman
- Chamber of Commerce
- Chamber of Commerce Board, Development Authority Director, County Administrator, Board Training and Development
- Chamber of Commerce Foundation
- Chm of Sr. Center Board; Chairman - Outreach Center; Sec of Park & Rec. Board; Chm. Of Public Utility Board; Member of Board of Dir. For Athletic Improvements; Chm. Of Scholarship Committee; Member of two other Scholarship Committees
- Church
- Church
- Church
- Church - Gideon
- Church - Government
- Church as lay leader, various boards in the community such as hospital, civic organizations
- Church Related
- Church Teacher
- Church Treasurer {SIC}
- Church, Senior Citizen Server, government groups, others
- Church. Region IV Development
- Civic & Social Functions
- Civic business political groups
- Civic groups, board of directors
- Civic Organizations, Economic Development Board
- Clean-up group activities
- Clubs, Politics
- Community Choir Director
- Community Foundation Board
- Community Foundation, Church, Region 8 PDC, Town and Country Planning Groups, School, Little League
- County Comm. Has employees
- County Commission {SIC}, Church Trustee, Women Club treasure, 5th year as president of commission on airport authority, Chair Region 4 Planning & Development
- County Extension Office (Board Member), Central WV Community Action (Board Member), Clarksburg-Harrison Board of Health (Board Member), North Central WV Coalition For the Homeless (Board Member)
- County Planning Commission, region IV planning and development council, greenbrier valley chamber of commerce, city planning, main street program manager.
- Currently a Mayor
- Currently serve on 20+ boards, and in a leadership or chair role in about 14

of these, plus in 6 or 7 other activities initiatives

- Definitely - I am Mayor
- Design Committee of Main Street WV
- Developing Programs
- District Assist. Gov. of Rotary
- Ed. Dev. Project
- EDA Board, Primary Care Board, Historical Society Board, Land mark Board, Cancer Society, Tourism Board, Festival Board
- Elected
- Elected official, board member community ministries, regional trails citizen group
- Events/Fundraisers
- Extension Service, FFA Alumni
- Farmland Protection Board, Romney ON-Trac Committee Chair, Former Co Commissioner, Planning Hospital Board member, Commission Pee Wee Football Coach, Economic Leadership Authority, Little League Coach, WVEDC Board Region 8 Chair, Infrastructure Committee Planning & Development Council, Rotary
- Fire Dept, Emergency Squad, Mayor
- Foundation board =- community college, County community development board
- Habitat for Humanity
- Heading up a non-profit
- Health Dept Board President, Airport Auth, Community Corrections President, Wood County Parks & Rec President, Wood County Commission President and more!
- Heart Association
- Holloway Old Timers Non Profit A Service Group
- Hospice of the Panhandle Capital Campaign, Blue Ridge CTC Board of Governors, Washington High School Business Advisory Committee
- Hospital Trustee
- I am the mayor of a town so spend lots of time with that.
- Improving community of Bend Area - Athletic Complex for home high school
- Involved in, on boards of , and/or hold officer positions in 6 local charitable/civic groups
- Kids Count, Org.
- Kiwanis, Mayor
- Leadership Development Projects
- Leadership WV Board of Directors
- Lions club - past president, Masonic lodge - Master, Region VII Planning & Development Council, Northern WV Rural Health Education Center - Treasurer/Finance Chair

- Lions Club, Church
- Local & Regional economic development, church
- Local & State Board Membership
- Local Church Bible Study Teacher
- Local elected official
- Main of them
- Many Civic Groups
- Mayor
- Mayor
- Mayor
- Mayor
- Mayor
- Mayor
- Mayor
- mayor
- Mayor
- Mayor
- Mayor & Deacon
- Mayor Class IV Town
- Mayor of Town
- Mayor of community
- Mayor of our town
- Mayor of town, Chairman of Sewer Svc. Board, Community Revitalization Committee
- Mayor Town of Cowen
- Mayor, boards of several {SIC} organizations
- Mayor, Chamber, Development Authority, Hospital Board
- Mayor, Judge, R.A.H.S. Park Commission Revitalization Committee
- Mayor, Main Street, Judge, Sanitary board, Planning Commission and everything else that comes along
- Mayor, Municipal Judge, President VFW/EMS, Member of all advisory board, President Marion County Ambulance Authority
- Mayor, Recorder, Councilman, PTO President
- Mayor, VP Development Authority
- Member of Rotary, county Dev. Authority Trustee Pleasant Valley Hospital, Member Rt 35 Committee, Member Public Port Authority, Member WV for better Trans, Region II, Advisory Bd. Lewis College of Business, Marshall Alumni
- NAACP
- Numerous
- Numerous
- Officer in non-profit board

- Officer Sutton Community Development Corp., Sutton ONTRAC
- On Several Board of Directors
- Past president Rotary, Current Mayor, Commander's - American Legion
- Pres, Emp. Zone, Sec. Adv. Valley
- President EDA, Secretary CGRDA
- President of Festivals
- President of Festivals
- President of Foundation Board
- President Wetzel County Commission, Chief LEO Region 5 Work Force Board
- Region 7 PDC
- Region VII Representative
- Republican Party Chairman
- Rotary & Mayor
- Rotary, Chamber of Commerce, Development Authority, WV Hospital Association, American Hospital Association
- Rotary, Chamber, Dev. Auth., Church, Convalescent Center Board, Boy Scouts
- Raritan {SIC} Club - Grave yard Asso
- School activities/youth coach/church
- School, Church
- Scout Master, Development Authority, fundraising
- Scouts, Church, Civic
- Senior Citizens
- Serve on 4 volunteer boards - 3 professionally, 1 personally
- Serve on local boards, Church committee
- Serve on numerous boards, planning teams, committees
- Serve on several boards
- Serve on several boards, authorities and community organizations
- Several Boards
- Several Boards of Directors, Recent Past President of Boards
- Small town mayor
- St. Camills Society
- State Govt.
- Teacher in Church (Adult Class)
- Through various county commission tasks
- Too many to list. Mayor, president of clubs, treasurer of Church, Board member, etc.
- Tourism Projects, planning
- Town Council member
- United Way

- United Way Fundraiser
- Various Board positions
- Various Boards, Etc.
- VFD
- Vice president for community EMS.
- Vision Shared Group, several church groups, 1st TEE, others
- Visiting Committee - University Others
- Vol. Fire/EMS
- Volunteer WV Commissioner
- VP, County Library Board of trustees, Wednesday class teacher at Church, Citizen Rep, Regional Intergovernmental Council
- Work as a server at a Historical Place
- Work with several community organizations
- Working with GCEDA
- WV Community Development, HUB Communities of Achievement Program
- WV House of Delegates past 13 years.
- Young Children Priority One, Kiwanis, Church leadership, Town Project Leadership, Commission on Aging, Local School Improvement Committee at two schools, Alumni H.S. Activities
- Youth Leader - Church Camp, Promotions & Entertainment Coordinator - Annual Community Festival
- Youth sports center
- Youth Sports Leagues

*Question 84 D (Other, please specify) – In your primary volunteer leadership role, what best describes you?*

- No other response

*Question 86 I (other, please specify) – What is your highest educational level?*

- B.S. Eng'r WVU 1962
- Bat Exec. Prog MBA
- Cosmotology {SIC} School
- Diploma in Nursing - 1965
- JD
- JD
- Juris Doctor
- Pharmacist
- WV School of Banking



*Question 90 - Other Comments A*

- Best wishes on your dissertation!
- Best wishes to you in your pursuit {SIC} of your PhD
- Good luck putting this together as your dissertation. Hopefully the results will help future leaders emerge.
- Good luck with your continuing education
- I am 81, work eight to ten hours. Trustee of the Church, very active in this capacity, on the Board of Boone-Raleigh PSD and Mayor of the Town
- I am a graduate of the Division of Ag, Forestry and Home Ec.
- I am a mayor of a small town.
- I am a retired government mid-level manager with 39 years' experience.
- I retired from American Electric Power after 30 years' service.
- My current volunteer work, which exceeds 20 hours/week, will last for less than a year.
- Some of my answers {SIC} would have been different if I was answering them when I was younger & not have experienced some nasty people
- Thank you. Our small community relies on volunteerism.
- Thanks for the Tea! Good Luck.
- The double negatives are a bit confusing on the survey
- There needs to be a middle: such as "sometimes".

*Question 90 - Other Comments B*

- Decisions/Answers could be due to the situation at hand.
- Good Luck
- I am also a Vietnam Combat veteran.
- I am full time President & CEO of the Princeton - Mercer County Chamber.
- I own a Beauty Shop.
- I've had a group that has been very critical & caused {SIC} as many problems as possible.
- My Masters was concerned with developing Home Economics Curriculum Suitable for Special Ed.
- Normal is like 10 hours/week.
- Without the local volunteers some of our partnerships would be nonexistent.

*Question 90 - Other Comments C*

- I didn't feel I could answer as honestly as I could but did the best I could. However, these answers do not represent my true answers.
- I have been involved in town government since our small town was

incorporated 21 years ago, serving as both a council person and Mayor. During that period we have installed a new water system, sewer system, storm drains, road paving, zoning and are currently building a fantastic rails to trails system.

- I was a graduate Assistant under Dr. Sara Brown and later was the first sp. Ed teacher in Wetzel County - my home county.
- In addition, I do free legal work.
- Newspapers locally not supportive
- We truly need community volunteers everywhere.
- Wife, Mom, Grandma & 65.

#### Question 90 - Other Comments D

- I go to Church and do several duties there, also.
- I have always done what I thought was right.
- These projects have improved our quality of life immensely {SIC} and that has given me great satisfaction.
- Time flies, but it continues to be a small world.

#### *Question 90 - Other Comments E*

- I'm not intimidated by anyone. But I'm 66 & have gradually become thick skinned.

## VITA

L. KELLY NIX

- |      |   |
|------|---|
| 2011 | West Virginia University<br>Davis College, Division of Resource Management<br>Doctor of Philosophy<br>Morgantown WV<br>Major: Human and Community Development |
| 1995 | East Tennessee State University<br>Master of Education<br>Johnson City TN<br>Major: Physical Educational / Wellness Management                                |
| 1989 | East Tennessee State University<br>Bachelor of Science<br>Johnson City TN<br>Major: Educational Administration  |